

THE CATHOLIC SCHOOL *Journal*

Volume 59

Number 5

May, 1959

Your Journal

The May issue of your JOURNAL brings you two special features — a special Audio-Visual section and the editor's report of the 1959 Convention of the NCEA.

It discusses several Educational Problems — speech and speech clinics, penmanship, lay teachers, summer school or rest.

The Practical Aids are seasonal — e.g., something special for First Communicants and for Mary's month.

Don't let down your guard against fraudulent subscription agents. We have no subscription solicitors on the road.

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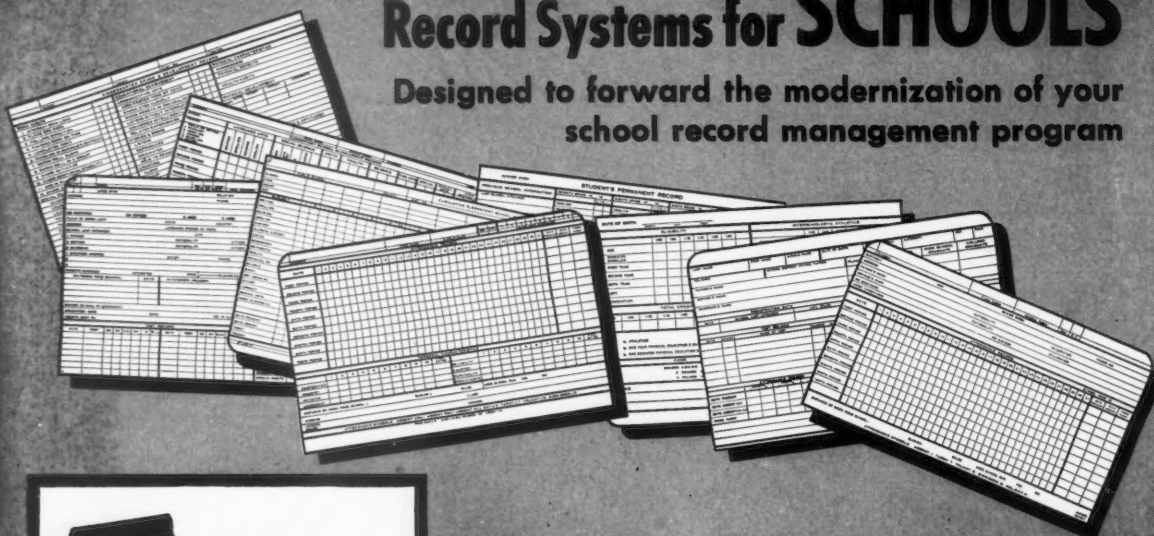
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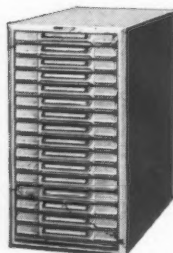
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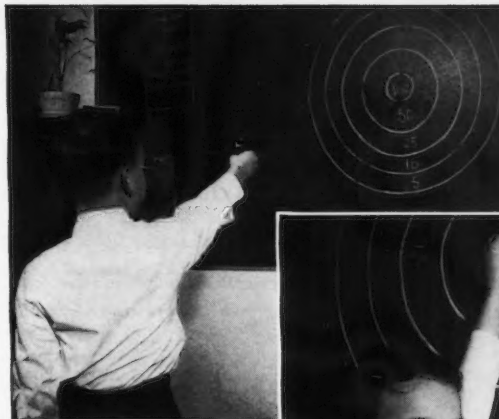
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Audio-Visuals in Language Rehabilitation

By Sister Pierre, O.P.

Director, Dominican College Speech Clinic, Racine, Wis.

All photographs by Richard Matkus



Although he sights the target with his left eye, is he really right-handed?

At the spring meeting of the *Wisconsin Speech Correction Association* the question of the value of tape recordings for speech correction was raised. Miss Eli Asleson, medical social worker, of the Bureau for Handicapped Children, who was presiding at the discussion, received answers extreme in their range.

"Children should hear how they sound even if their faults are amplified on tape and their feelings hurt by their recognition."

"I don't believe in hurting children. I don't use tape recorders."

There is a happier mean between these two extremes. To help a child evaluate himself honestly and then give him the training he needs to correct what he knows to be defective gives him a rewarding experience and is in itself character building.

*Oh wad some power the giftie gie us
To "hear" oursels as others "hear" us!
It wad frae monie a blunder free us,
An' foolish notion.*

The tape recorder can be that power. With apologies to Robert Burns, we could substitute the word "know" for "see" and find another "power" in the polygraph, better known as the "lie de-

tector." The University of Denver is using this in its speech departments to help stutterers by recording their tensions and anxieties which they do not consciously know.

Use the Tachistoscope

"The tachistoscope has little value in remedial reading . . . machines can't teach people to read." And an essential item is struck from the budget submitted for approval.

Those who have worked with aphasics know the value of the tachistoscope. Dr. Myklebust of Northwestern University says that he believes the extent of brain damaged children is as high as one in every twenty. There are then more aphasics than we now recognize. The possibilities of this tool have not yet been explored to the final potential. To deny its value is like saying glasses are worthless because the blind can't see with them. If all teachers were to report their successes with the flashmeter, the tachistoscope would be categorized as a "required" item on the budget. But, like glasses, the tachistoscope must be fitted to the individual's need.

(Continued on next page)



When Debra, age 4, first came to the clinic she could not speak, so Sister talked to her over a Teletrainer, a "closed-circuit" telephone. Later they discovered that puppets could talk.

A-V Aids in Language Rehabilitation

(Continued from previous page)

To what extent tachistoscopic training might help the child with delayed dextrality may be a matter of conjecture, but it is the opinion of the author that the flashing of single words, short phrases, and numbers could help the child who suffers from the phenomena of reversals—so often present in the child who is right handed with a left eye dominance or left handed with a right dominance. Whether or not the covering of the dominant eye and exercising the non-dominant while giving short periods of drill with a flashmeter attachment would result in establishing unilaterality is yet to be tested. But the child who reads "saw" as "was" and "12" as "21" has a handicap that requires remedial work.

Right or Left Hand and Eye?

How can you know if the child has mixed laterality? Which hand holds the gun? It requires little encouragement to have a child change his aim; for practical demonstration of target practice proves to the child that when he sights with right eye, if his right hand holds the gun, his score improves. Using balloons as targets makes a more dramatic appeal in proving that unilaterality increases skill.

Is the child truly right handed? Have him close his eyes and write simultaneously with both hands the numbers from 1 to 7 on the blackboard. If he is right handed, the left hand will mirror the right or will be less accurate in form. Should the test indicate a left hand dominance, then check the eye dominance before making decisions about changing his writing habits. What has this to do with speech? Children with delayed dextrality have problems in reading, writing, arithmetic, and speech.²

Laterality, like learning, cannot be pressurized. It may not be the changing of handedness that causes stuttering (if it does), but the insistent pressurizing that triggers a spasm. Study the child's preference which waits upon maturity. When he puts slides into the slide projector which hand does he use? Even the preschool child will manifest dextrality here.

²See "Dextralization," *The Rehabilitation of Speech*, West, Ansberry & Carr, Harper, 1957.

A second grader was referred to the clinic with a speech, spelling, and reading problem. He wrote with his left hand but, manifested a right-eye dominance. Dextrality tests indicated him to be naturally right handed. The mother having read so much about the dangers of changing handedness allowed the boy to continue his slow and labored way of writing. Had his teacher in school checked his laterality, she would have found John's left-hand numbers in reverse—as was his spelling. Why did John prefer his left hand? His admired older brother was left handed.

Use Available Aids

If children with language problems are brought early enough to the clinic, perhaps half will never develop debilitating defects. They cannot be pressurized into good speech but they can be motivated, and audio-visual aids can do much to prove "speaking can be fun." For a very delightful account of how motivating records can be, Mrs. Smith tells of her experiences in "For the Records."³ . . . There is a parallel with the speech defective child—although with the latter, his I.Q. may extend into the stratosphere of genius.

Whether speech is oral, written, or interpretative, defects in one area will adversely affect the others. Language is the "pituitary gland" of communication. Though many defects are self-limiting, others are not. Delayed diagnosis may permanently cripple communication. Dare we take the risk?

Across his desk every week the acting president of the Aptitude Board, Marine Barracks, Parris Island, S. C., faced 130 men recommended to be dismissed as unfit, men who had passed every physical phase of enlistment. "These unfit ones had never been rehabilitated. Their march to public findings of unfitness must have begun in earliest childhood. Every last one could have been saved if caught in time." This is the startling observation of a Lt. Colonel, United States Marine Corps Reserve in his book *Teaching the Slow Learning Child*.

No less challenging are the findings of his collaborating teacher, Marion Funk Smith: "In fifteen years of dedication to the retarded I have found not one child who could not learn. I have found four who would not learn. Their parents regarded the

³"For the Records," Chapter X, *Teaching the Slow Learning Child*, Smith and Burk's, Harper & Brothers, 1954.



Then Debra learned how to count, using the Merry Melody bells. . . . Soon she could "read" Cinderella to the accompaniment of a recording. Her friend listens attentively.



special class as a disgrace and a waste of time. The boys copied their parents' attitudes. Two now serve long prison terms." One is amazed at the tremendous saving of manpower for citizenship that Mrs. Smith has effected by training the minds and character of her children before they have become frustrated by failure and stigmatized.

They Need Aids

Children like these often appear at the speech clinic. Retarded in speech they have been denied entrance to kindergartens or first grades. Stigmatized by their peers as "stupid" they present themselves as fearful, withdrawn little persons, often mute. More pathetic are those whose parents had hoped "they would grow out of it." A child whose speech deviates so much from the normal that attention is called to it, and he fails to communicate, needs the help of trained teachers. The child may grow out of his defective speech—40 per cent do; but he may never grow out of character traits resulting from traumatized emotions. For every one who succeeds, more than one fails to acquire acceptable speech, a tragic loss to society . . . more tragic to himself.

Since most speech defects begin before school age, and in the majority of cases, stuttering begins before the child enters school, he needs help in the early years while he is acquiring speech. When he enters school he will need the help of his classroom teacher. "Every classroom teacher teaches speech. . . . Above all, from the speech correction point of view, she creates an atmosphere, whether or not she means to do so, in which the child with a speech defect either is demoralized or is helped to improve not only his speech but also to live gracefully with his defect so long as it persists, and to grow as a person in spite of it." Since the speech therapist can handle efficiently a case load of 75 to 100 and there will be 200 children with significant speech problems in every 4000, the therapist needs the understanding co-operation and assistance of the classroom teacher.

Debra Couldn't Talk

Early recognition by the parent of the child's need can prevent so much of needless suffering and worse-than-wasted time. The child who is slow in speaking needs more help, not less, which is what he likely receives.

Debra was fortunate. At the age of four she came for speech correction with no speech to correct. She did not talk. The cleft palate had been repaired. But tongue muscles lacked tonus and there was the excessive drooling one often finds in brain damage. Her eyes behind heavy glasses spoke silently.

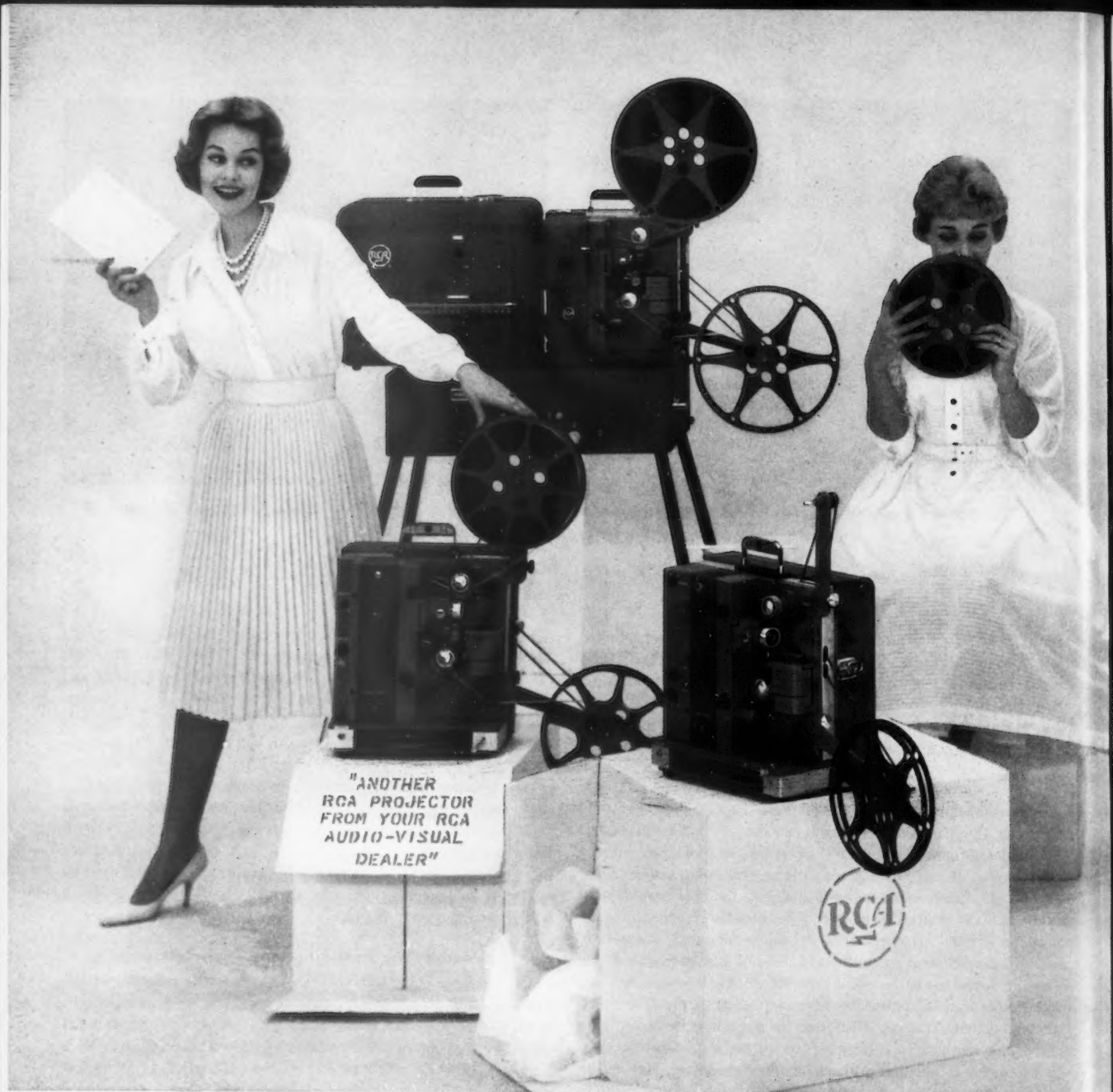
How could we unlock the door of language? As Dr. Johnson remarked, "Speaking should be fun. Fifty years of increasingly refined research on the psychology of learning has established in the main one fundamental principle: The amount of learning is proportional to the amount of rewarded practice. A child will learn to speak better, to correct a defect, just about to the extent that he is rewarded for trying, and the extent to which is he rewarded for trying is to be gauged chiefly by the degree to which he feels that speaking is fun."¹

Aided by the Teletrainer and Tape Recorder

The Teletrainer, lent to the clinic through the courtesy of the Bell Telephone Company, became the motivating instrument. In reply to Debra's "A-ma-ma ama," the only two syllables she could say, her mother carried on an animated conversation with her over the "closed-circuit" telephones. Speech became a rewarding experience. Within six months the tape recorder was making an electronic record of understandable speech as Debra recounted the story of Cinderella to which she had listened on record and which she had followed in pictured story as she listened. The teletrainer permits the burden of speech to be carried by the parent, teacher, or clinician while the child enjoys all the satisfactions of communication.

The amplification of sounds seems to focus the child's attention upon the spoken word and minimizes physical distance which absorbs many consonant sounds. The teletrainer is a valuable tool not only for delayed speech, but for all articulatory defects and for stuttering. The stutterer who uses the telephone in a relaxed atmosphere which has no penalties can build habits of telephone fluency that carry over into life situations. Always there can be the tape recording (a special cord is included with the unit) of the teletrainer conversations and improvements noted.

¹"Teaching Children with Speech Handicaps," Wendell Johnson, p. 176, National Society for the Study of Education. *Forty-Ninth Yearbook, Part II.*



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(left to right) Porto-Arc Projector, Junior Projector, Senior Projector. High Fidelity "Scholastic" Record Player, High Fidelity "Scholastic" Tape Recorder, "Scholastic" Portable Record Player.



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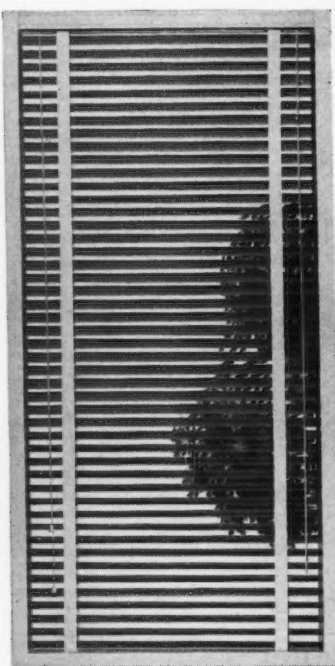
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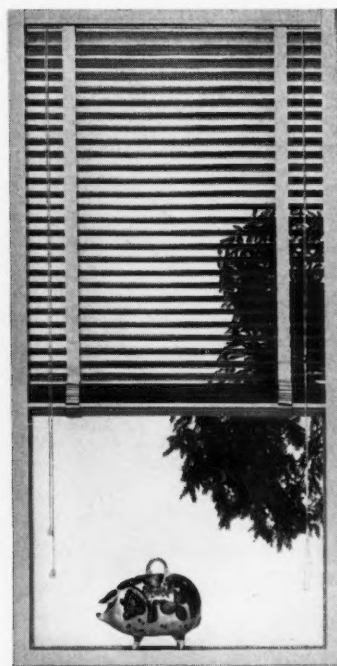
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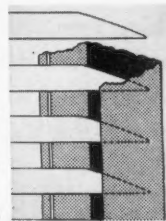
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By Ben & Sid Ross

Photo Reporters, Brooklyn 34, N.Y.

They Call Us "Tapeworms"

A new method of teaching grade school!



Sisters Rene and Seraphine, O.S.B., take a lot of kidding from the other teachers at the St. Joseph Cathedral School in St. Joseph, Mo. Their colleagues call them "tapeworms." The nickname refers to the fact that Sisters Rene and Seraphine are teaching sixth and third grade classes — via tape recorders.

Every morning the youngsters in these classes slip on lightweight earphones and plug the other end into the floor. The teacher sits up front at a new kind of "desk" — a chest-high console of lights, buttons, dials, and switches. By means of these dials and switches the teacher can play a 15-minute lesson in any subject from grammar to history, spelling to arithmetic, and make sure that each and every child who is "on channel" will receive the instruction. All day long the pupils are alternately on and off the tape recorder in one of the most revolutionary, yet successful experiments in classroom instruction today.

This combination of modern electronics with traditional teaching methods is the

(Continued on next page)

Above, Sister Seraphine selects a taped lesson from her "textbook" shelf. Left, Sister Rene gives personal attention to one group of sixth graders while another group studies from tapes. Many of the tapes are prepared at St. Scholastica Academy in Covington, La., but a number are recorded day by day by the teachers in the 16 Benedictine schools using this electronic teaching method.



Sister M. Teresa Brentano, O.S.B., records the voices of advanced third graders for an English lesson on a playlet, "The Sign Folk." The tape will be used in other classes. At present, Sister heads a special tape institute at St. Scholastica College, Atchison, Kans.

brainchild of Sister M. Theresa Brentano, of the Order of St. Benedict. She developed the idea of "electronic teaching several years ago while at the Benedictine Academy at Covington, La. Like all educators she was concerned with the shortage of teachers, and with the fact that diverse groups in the classroom often were shortchanged by teaching methods which usually aimed at the "average" child. In the process, the brilliant and the slow learners often were neglected. She hit upon teaching by tape recorder as the solution — at least, a practical solution.

In each electronic classroom four tapes can be played simultaneously. One tape is for the bright students, a second for average, a third for slow learners. The fourth tape may be a remedial lesson for some student who was absent the day before, or who is having difficulties in a particular subject. The class is divided into three groups — bright, average, slow. This division is not rigid: a child may be in Group I, let's say in English, but in Group II (average) in arithmetic. Or, a Group III pupil (slow in Social Science) may be a Group I (bright) or Group II pupil in other subjects. With the flexible system enabling the teacher to switch individuals in and out of various tape channels, the youngsters actually get *more* individual attention than from a totally "live" teacher. There are no special discipline problems — the listeners are entirely absorbed by the voice reaching them via their earphones.

SOME SIGNIFICANT FACTORS ABOUT TAPE TEACHING

- Each taped lesson runs about 15 minutes. There are separate lessons for the bright, slow, or average learners.
- As Sister Rene explains: "I can give close personal attention to each group for $\frac{1}{3}$ of the 45-minute period. Actually, I have become three teachers."
- Pupils are so absorbed in their work there are few discipline problems. Best of all, student achievements in tape classes were at least six months ahead of regular classes.

Before and after each tape lesson the students receive basic instruction and review. Usually, two groups are on tape while the teacher spends time with the third group; then the latter goes on tape while the teacher proceeds to one of the other groups.

There are now 16 elementary schools taught by Benedictine Sisters trying out tape teaching, five years after the first lone experiment in Louisiana. The results are indeed remarkable. In one school, sixth grade tape-taught students averaged at least a half year ahead of expected achievement

in *every* subject; averaged a *two and one half year gain* in geography and history. Third graders averaged five months over expected gains; scored at fifth grade in science. Slow learners have achieved amazing progress: one boy accomplished three years work in ten months, via tape! And the bright students have been challenged — for the first time, literally, as their made-to-order tape lessons have kept them on their toes. And attendance has been much better: "School's an exciting place now!" one girl commented.



Through her microphone, Sister Seraphine prepares her third graders for a taped lesson while another group works at the chalkboard. All tape equipment controls are located in the console board at right. It costs about \$3000 to equip a classroom for tape teaching.

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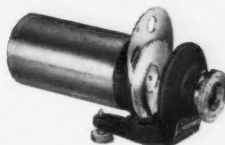
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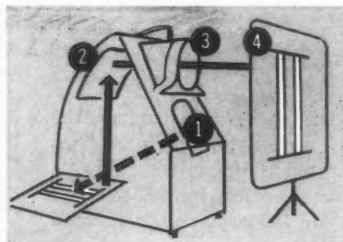
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C.S.J. Special AUDIO-VISUAL Section



A closed circuit television system brings a science lesson to the 39 classrooms at a Manhattan public school, and to adult and shut-in viewers in the neighboring apartment buildings.

A CLOSED-CIRCUIT TV EXPERIMENT

A push-button closed-circuit television system has been installed in Public School 33 of the Manhattan Chelsea district of New York City, in Hudson Guild Neighborhood House, and in the Lower West Side Health Center. Programs from these points are distributed to some 600 families in neighboring apartments as well as in the 39 classrooms of the school.

The experimental project, engineered by General Precision Laboratory, Inc., of Pleasantville, N. Y., employs a total of

10 five-pound GPL cameras for live programs, with a central control room in the school for programs originating in the various units of the system.

The GPL projection system in the auditorium of the school can throw pictures up to 8 by 10 feet of the closed-circuit programs or off-the-air broadcasts.

This project will serve as a pilot program for a special audience television system adapted to a small community or to a chain of housing projects.

FOREIGN LANGUAGE COURSES USE ELECTRONIC LAB

As its contribution to the correction of a distinct weakness in American educational practice, the University of San Francisco (Jesuit) has announced that, beginning with freshmen in the fall of 1959, a student, in order to receive a degree in the colleges of liberal arts and sciences, must attain the following proficiency in a foreign language:

1. Ability to *read* and *comprehend* a normal prose passage.
2. Ability to *write* a foreign language and *translate* a normal prose passage from English.
3. Ability to *speak* a foreign language, with a pronunciation readily understandable to a native, on a non-technical matter.
4. Ability to *understand* a spoken foreign language, of a non-technical nature.

These four requirements are for a modern foreign language. For students who elect Latin as their foreign language, only

the first two of the requirements will be necessary, but four semesters of credit will be required while only three are required in a modern language.

To implement the foreign language program, under the direction of Rev. P. Carlo Rossi, S.J., the university has installed a \$40,000 electronic language laboratory. The laboratory can handle 60 students every hour. Each of the 60 booths is equipped with dual turntable, earphones, microphone, intercommunication system with central control room, and sectional control posts.

The student can listen to the master record as many times as he wishes and can repeat and record on his student record.

Special AUDIO-VISUAL Section
will be continued on page 42

ARMY OFFICERS LEARN BY TELEVISION

A closed circuit television training course, carried over a 280 mile hookup from the Redstone Arsenal in Huntsville, Ala., to the Army Armor School in Fort Knox, Ky., is saving the Army an estimated \$11,000,000 and improving our national preparedness for the missile age.

The course trains high-ranking officers in the methods of inspecting missiles at sites throughout the world to determine that the weapons are kept in instant combat readiness. Each month, three new classes of high-ranking officers are enrolled for the three-lecture, six-hour course. It deals with maintenance of six types of Army missiles. One of the lectures was also telecast into the Pentagon, Feb. 18, where it was viewed by Secretary of the Army Brucker and some 300 officers.

Camera pickups cover five locations in the U. S. Army Ordnance Guided Missile School at Redstone Arsenal, showing a range of missiles and laboratory equipment unofficially valued at more than \$100,000,000. At Fort Knox, on the viewing end, hundreds of officers gather in front of a nine by twelve foot movie-type screen, on which the television course is projected by means of a Giantview Television Pro-



Adjusting the TV projector.

jector. Vital pieces of equipment only a few inches high are enlarged 10 or 12 times on screen for ease of study by the large audience. Col. H. S. Newhall, commandant of the Missile School, lists the following advantages of the closed circuit course:

1. Scarce and costly missiles and equipment at the Missile School become available for instruction anywhere in the U. S.
2. The large screen projection makes it possible to display small pieces of equipment to classes of hundreds instead of to small groups of five or six at a time.
3. The large screen live television lectures hold the students' attention and simplify instruction on small details of the equipment.

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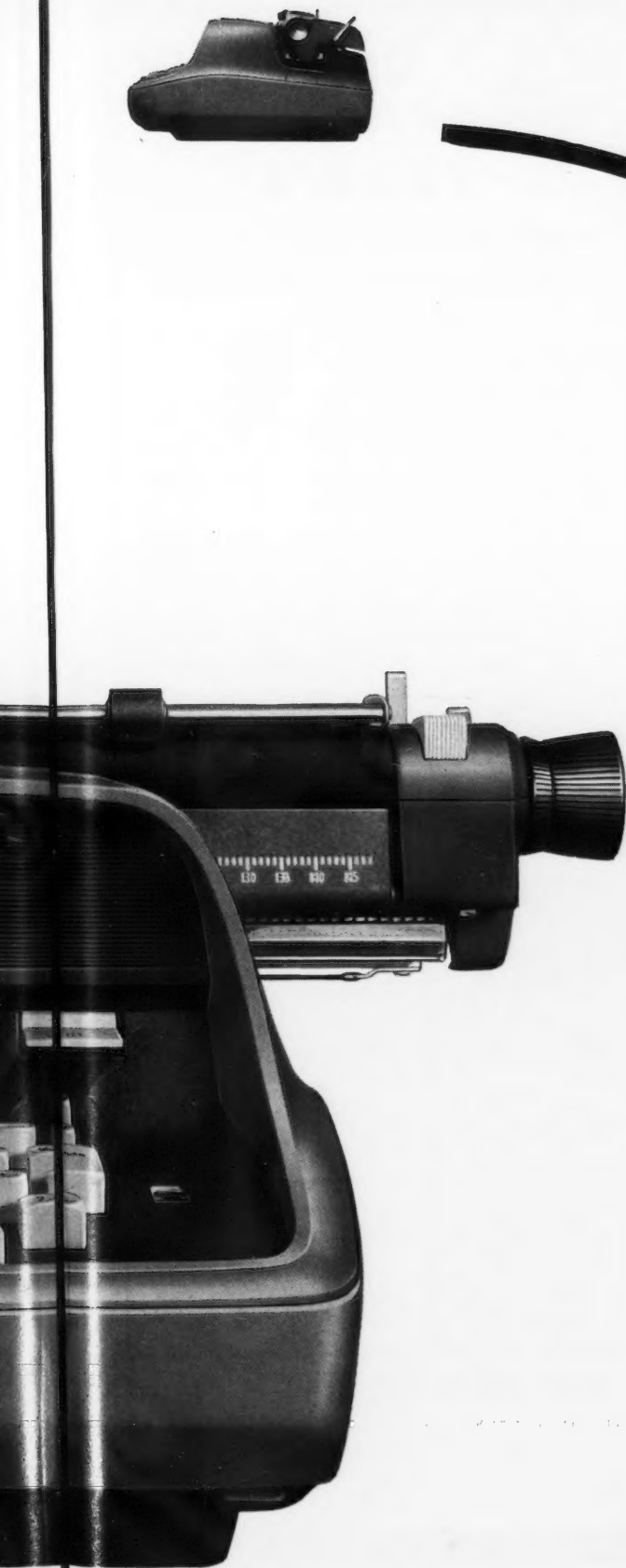
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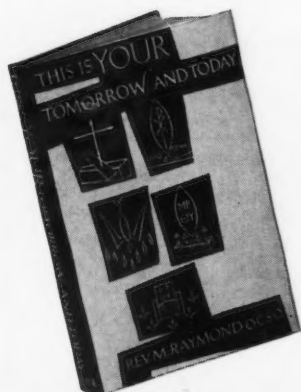
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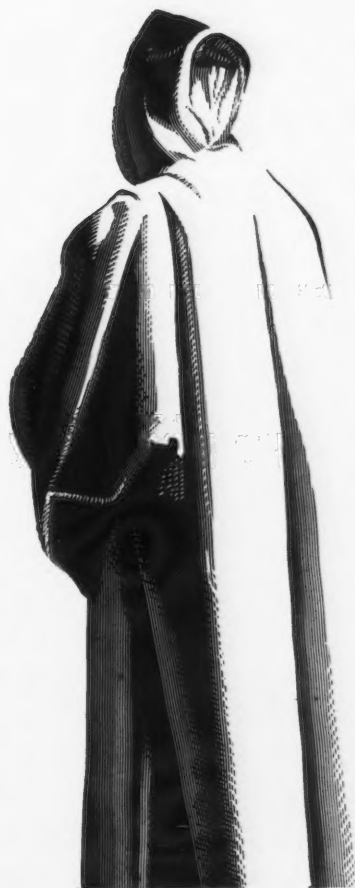
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We Need Speech Education and Clinics

By Sister Vincent Miriam, C.S.J.

Speech Correctionist, Brentwood College, Reading Center, Brentwood, L. I., N. Y.

A problem nationwide and serious in its educational, social, psychological, and economic implications is that of speech education in Catholic elementary schools. Speech has received woefully little attention, yet the number of children with speech disorders constitutes one of the largest groups of seriously handicapped persons. The American Speech and Hearing Association reported to the Mid-Century White House Conference on Children and Youth that approximately 10 per cent were in need of help. This percentage is fairly uniform throughout the country for both public and private schools.

Attacking the Problem

Very few dioceses have instituted regular programs of speech education in the elementary curriculum. The archdioceses of Milwaukee and Dubuque are to be commended for the excellent speech programs they have inaugurated. Philadelphia has a very active program carried on by fifteen itinerant religious who also train the classroom teachers. Several sections of Illinois, Chicago particularly, are doing outstanding work now in speech correction.¹ Although these advances have been made,

there is still a great void to be filled in this field of education. The old cry that speech is a "frill" or that it is learned by imitation still seems to exist even among the finest educators. Unfortunately, there is truth in the fact that speech is imitated, and poorly equipped teachers with faulty speech have caused irreparable damage.

In my present capacity, attempting to carry on an effective program of speech correction at Brentwood College Reading Center, I have the advantage of close contact with the teacher training college as well as with the children attending elementary and secondary schools. My experiences have depressed me so at times that I am exceedingly anxious to reach the happy stage in my own education where I shall be adequately certified to plant the tiny mustard seed which will be the beginning of a speech program in our Catholic school system in Brooklyn and Long Island, hoping to see it flourish someday into a fruitful tree. It took public school administrators many years to convince higher authorities that a definite speech program was a vital necessity in the curriculum. The Bureau of Speech Improvement in the Board of Education has grown steadily, but there is still much to be desired, particularly in the training of the classroom teacher. With this knowledge, it is dis-

cernible that the evolution of such a program in the Catholic schools will be a gradual growth but its great need is becoming daily more obvious.

Definite Courses Needed

Our parochial schools are faced with the same educational problems, for children are essentially the same and human nature does not differ because of attendance in a public or private school. Our responsibilities for educating each child to the fullness of his potentialities are likewise the same, and I might go so far as to state that as religious educators our responsibilities are even greater. The problem of over-crowded classrooms and teacher shortage is also ours. New schools are constantly demanded but we have not the teachers to satisfy this demand. Formerly, in order to meet these needs, religious teachers were sent out before the completion of their studies. Today, however, most communities have changed this practice and teachers are not placed in the classroom until their basic collegiate education is completed. This has all been quite revolutionary, but despite these strides there still remain many deficiencies — and the fundamental, life-giving "vitamin S" is one of them. The teacher's college program (especially when it is "accelerated") is rather crowded. A

¹Sister Mary Carmelia, "The Speech Defective Child," *National Catholic Educational Association Bulletin*, 51:578, Aug., 1954.

subject like speech is therefore taken for granted. The obvious and familiar are often overlooked, and this is the case with speech. Most colleges do have a required course in voice and diction, but over and above this, the future teacher needs training in the recognition of speech defects and procedures she will need in her everyday classroom instruction.

The question then arises, "Where shall we first attack this problem? Shall we appeal directly to the teacher training institutions or shall we make the needs of the elementary school so glaring that action will be taken?"

Confronted by the problems of our training college, our reading center, and our speech clinic, it was difficult to make a decision. However, after more intensive research and applying the accumulated data to the actual situations met daily, it became quite evident that to accomplish my purpose I must present the dire needs of the elementary schools so candidly that steps would be taken to give more training to potential teachers in order that they may be able to cope with the speech needs of the classroom. The prepared classroom teacher can handle many problems — particularly articulatory ones — and will know whom to recommend to the speech therapist. As Dr. Letitia Raubicheck once wisely stated, "It is necessary to add to the 3 R's an S, if the elementary school child is to be given the basic tools of education."²

Listening and Speaking Are Basic

Listening and speaking are the first language arts acquired by the child, and it is upon this known area that we base the teaching of all the other language arts and subjects in the curriculum. Some children have more skill than others upon entrance into school. Blessed is the child who is not hindered in progress because of poor language development. Although children have begun to talk before they enter school, they shall continue to talk better or worse as they grow into adulthood. Speech is one of the most obvious indicators of a child's development when he comes to school. Since speech is a learned response, the environment in which the child lives influences his development and often we must turn to the home for an explanation of poor language habits.³ It is upon this foundation in language skills that the teacher begins work with the small first graders.

²Helen Loeb, "The Basic Training in Speech at the Elementary School Level," *Quarterly Journal of Speech*, 28:91, Feb., 1942.

³Amanda Hebel, "Speech Development Aids Elementary Pupils," *Washington Educational Journal*, 22:139, Mar., 1943.

Communication is the cornerstone on which we build all human interaction. Speaking and listening are functionally related to all subject matter and activities of the school day, therefore, the art and science of communicating thought is of first importance in education.⁴ Since it is the essential tool of every subject in the curriculum, we cannot begin too soon to facilitate its use. Ill use of this tool for too long is the cause of many failures intellectually, socially, and emotionally. We should sharpen this tool as early as possible so that the keen edge of good speech habits will aid the child to cut through many difficulties he will meet as he progresses in life.⁵ It is sad that approximately 60 per cent of the students entering college have some speech difficulties which could have been prevented or remedied in early childhood. Studies show that the period of the quickest development of speech occurs during the fourth and fifth grades.⁶ It is interesting to note that foreign language teachers report the same readiness of apprehension at this level. Why waste these golden years by relegating speech to the realm of incidental learning!

The Need Is Universal

We must not think of speech merely in terms of those who are definitely handicapped by serious speech disorders. While it is true that the severely defective child needs special help, we should be cognizant of the fact that the entire school curriculum could be greatly enlivened by a good speech program which would further develop the talents of the gifted child, improve the standard for all pupils, and give help to the defective. Better communication through better speech should become the goal in every subject.

There is certainly an abundance of substantial evidence to justify the need for a thorough and practical program of speech education on the elementary level. Faulty speech speaks for itself, but other subject matter areas afford us valuable information. Poor language development and defective speech have contributed to widespread failure in reading, difficulty in spelling, and inability to express one's thoughts clearly in writing. However, before we delve into the subject matter of school life, let us look at the first important step the child takes when he comes to school — the social and emotional adjustment he must make to his new surroundings.

⁴Jean Ervin, "Speech Improvement in the Elementary School," *The Speech Teacher*, 7:186, Sept., 1958.

⁵John Keltner, "The Hardest Knife," *The Speech Teacher*, 6:275, Nov., 1957.

⁶Dominick Barbara, "The Classroom Teacher's Role in Stuttering," *The Speech Teacher*, 5:137, Mar., 1956.

Speech Is a Social Problem

Man is by nature a social being and speech is a social gesture. It is our primary means of communication with others and anything which disturbs the smooth action of language disturbs the child out of his comfortable and satisfactory adjustment to his environment.⁷ Without continuous development in language, social adjustments suffer. Through adequate speech, the child receives recognition and approval. Inadequate and defective speech habits result in being ignored, reprovied, and at times punished. The child becomes baffled and upset when others do not understand him.⁸ Twin boys, seven years of age, have recently been brought to me for corrective measures in speech. Their defective speech pattern has been recognized as a source of social and emotional disturbances. It was not until their deviant behavior became so obvious that any steps were taken to remedy the cause. This is only one example of many similar cases. Such conditions need not exist, since young children can be helped to surmount their language difficulties.

It is a precept of learning that we work from the known to the unknown, and also a precept of psychology that man thinks before he speaks. If the mechanism is impaired or functioning improperly, the power of thought is influenced. Remedial procedures taken with the young child will prevent injurious effects on the mind.⁹ With these facts before us, it is clear that readiness of speech is the surest foundation for fluency in reading, spelling, and writing. Reading is built to a large extent upon the background of verbal abilities which the child possesses before he starts to read. With very few exceptions, those pupils who have developed a reasonable facility in the use of language are successful achievers in reading activities. The children who can distinguish sounds are aware of similarities and differences in words. They become sensitive to the use of words. There is no doubt that proficiency in oral language is a prime prerequisite to readiness for initial reading instruction.¹⁰

Speech Influences Education

Shortcomings in speech, such as mispronunciations, articulatory defects, and sound substitution, have been found to be related to disabilities in spelling. Removal of

⁷Edwin Cole, "Language Problems in Children," *Hygeia*, 21:301, Apr., 1943.

⁸Amanda Hebel, *op. cit.*, p. 139.

⁹William Brigrance, "The Importance of Speech Training," *Education Review*, 68:239, Dec., 1924.

¹⁰Emmett A. Betts, *Foundations of Reading Instruction*, p. 305.

these shortcomings have been reflected in better spelling. In many words, such as "athletic," "government," "probably" and "experiment," mispronunciations are a major cause of misspelling. Regional speech has created a problem in this regard.¹¹ The child who says "tat" for "cat" is confusing the *t* and *k*, and is therefore confused in both reading and spelling any words containing these sounds. A firm foundation in auditory discrimination of sounds will prove a boon to the spelling lesson.

The amount of correlation that exists between good speech and writing is debated. Older children tend to use large and imposing words in written work though in their oral language they still employ simpler vocabulary. They seem to think a written composition should be a grander affair than their everyday speech. However, the current trend is to encourage the little child to write, not with attention focused on formal correctness, but as he would speak to an intelligent listener. In writing, the majority of children use words of their everyday conversation.¹² Careless, slovenly speech, ungrammatical language, the use of "uh" and "ah" too frequently are certainly not conducive to fine written work. Since our written expression of language tends to follow closely our speech patterns, better written work undoubtedly will be obtained by raising the general standard of speech in the early formative years.

From these observations, it is evident that speech cannot be left to incidental learning. It is too important a tool both in and out of school. There is so much emphasis today on discussion, debate, round tables and symposia, and freedom of expression that the child inadequately prepared will not only be miserable in school but he will prove an ineffective member of our democratic society. The main bulwark of a democracy is an informed and intelligent citizenry, trained in "active participation" in government. This training is one of the major tasks of education in a democracy.¹³ We should not allow our Catholic educational system to fail in this respect. Therefore, our teachers must be prepared to teach speech properly in the classroom, to use all the means at their disposal to interest and motivate the child in the acquisition of good speech habits during his first years in school. This basic training in speech must become an integral part of our Catholic elementary school life



Photo, Marquette University News Bureau

In their senior practice teaching course, student therapists at the Marquette School of Speech, Milwaukee, work with speech-handicapped youngsters. More than 200 children attend the clinic at one time, and there's always a long waiting list.

if our educational system is to fulfill the purpose of training the "whole man." The strength and effectiveness of our parochial school system and its contributions to the American way of life could be enhanced by a good speech program instead of occasional doses at the teacher's discretion.

"There are few things more rewarding than the consciousness of having opened up for the child the riches of knowledge and reality by putting in his power the golden key of language."¹⁴

¹¹Sister M. Ramon Langdon, *Language Arts in the Catholic Elementary School*, p. 167.

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Self-Education

Education achieves its highest purpose when it trains the pupil to train himself. Formal education ends when the teacher becomes superfluous. In another generation, this happened at the eighth grade; now it happens more often at higher levels. — Msgr. Henry C. Bezou.

¹¹Ernest Horn, *Teaching Spelling*, p. 13.

¹²Gertrude Hildreth, "Interrelationships Among the Language Arts," *Elementary School Journal*, 48:538, June, 1948.

¹³Alonzo Myers and Clarence Williams, *Education in a Democracy*, p. 192.



Photos, courtesy of Zaner-Bloser Company

Correct writing posture for left-handed students means hips against the back of the chair, back straight and leaning slightly forward, feet flat on the floor supporting body, left arm and hand in good position for pull down strokes, eyes well focused on paper. For manuscript writing the paper is placed vertical (far left), for cursive writing it is placed at an angle.

Teaching Left-Handers to Write

By Sister Catherine Teresa, S.S.J.

St. Monica Convent, Rochester 11, N. Y.

It is here presupposed that the child is truly left handed, that he has been subjected to the usual routine hand tests and it has been established that his written work will not be done with the right hand.

In mastering the majority of grade school subjects, the left-handed child needs no special attention. His mental acumen is comparable to that of his right-handed brother, and in learning to manipulate many materials and tools, he fares equally well. However, in acquiring the skill of writing, the child frequently encounters difficulties. He needs assistance and guidance. Without help he may emerge from the initial writing stages handicapped by an incorrect writing habit which he will carry through life.

Preventing a Handicap

We all have seen the awkward writing position of certain left-handed children — and adults. The elbow projects outward; the hand and forearm form a perfect right

angle, with the fingers and wrist muscles working in a cramped position. As for the results of all the effort, the work frequently looks as cramped and rigid as the position of the writer.

Now, it is true that there are left-handed persons who use the pen and pencil properly, and a number of them, moreover, received no special attention when they were forming their writing habits. They write with hand and arm in the normal position, and their penmanship does not differ in appearance from that of the average writer. These exceptions, however, serve to show that it *can* be done. Being left handed is not necessarily a handicap, in writing, for whether the right or left hand is used is immaterial, *if* the proper position is used.

The point at issue is that the majority

of "left-handers" are not so fortunate as the above-mentioned persons. The tendency is to bend the hand backwards, and this tendency can be overcome only by means of conditioning the child's hand to the use of the correct position. A habit must be formed, and in forming this habit the pupil needs help. This assistance must come, naturally, from the teacher, and to aid her, three keynotes to success are here offered: *Awareness, Vigilance, Perseverance.*

Awareness heads the list because the teacher can be of assistance only if she realizes the need. Unfortunately, the point of special help for the left-handed child is sometimes overlooked — completely. "Why, it never occurred to me!" or, "I remember, now, having heard of it in my teacher-training days, but it had slipped my mem-

ory," are typical admissions of unconscious neglect in the matter. Once the teacher becomes aware of her duty to give special assistance to the "left-handers" who are in need of it, the first step is taken.

The second step would consist in reviewing the common rules for left-handed cursive writing. It is not the purpose of this article to give a detailed set of such rules; in briefest form, they may be summarized in the following points:

1. The pencil hand is directly in line with the forearm, the pencil grasped lightly and pointing to the left shoulder.

2. The forearm is entirely on the desk at all times.

3. The paper is slanted in the direction of the left arm, the right hand holding paper lightly, moving it sideways as the writing progresses across the page, and away from the body as the lines are covered. The original angle of the paper is maintained.

For details on procedures and appropriate exercises, teachers are recommended to consult a standard handwriting manual or some publication treating the subject of left-handed writing, such as Dr. Gardner's combination manual and exercise book.¹

Vigilant Perseverance

To return to our keynotes to success in assisting the child to form correct writing habits, we discuss the element of *vigilance*. An understanding of the problem will be of little benefit if the teacher is not constantly on the lookout for the particular pupils in need of the special help. Neither a peremptory glance about the room occasionally when the children are writing, nor a close scrutiny during the writing period only, will suffice, but at all periods in which her pupils are using pen or pencil a close vigilance is needed. The teacher should be familiar with the particular desks to which her glance should be straying regularly. She must be prepared for sudden changes in writing position, and whether the incorrect position is being adopted consciously or unconsciously, an immediate reminder is in order.

Occasionally it happens that a left-handed pupil has no difficulty when he first learns to print or write. He uses the correct position for some time, then suddenly changes to the back position. This may happen when the transfer is made from script to cursive writing; the child may not have experienced difficulty while mastering script but now finds a tendency to turn the hand. Here again the teacher must be vigilant in detecting sudden deviation from the

correct position. Even the intermediate grade teacher may find left-handed children suddenly adopting, or at least experimenting with the right angle hand and wrist position. In this case a reasonable explanation may take care of the situation, but even when the explanation seems to have been successful, vigilance is still continued. When reasoning is not effective, steps must be taken for a systematic remedial procedure.

And what about the intermediate grade child who for years has been writing with his hand turned? The work here is more difficult than in the primary grades, but a correct habit can still be formed. Teachers have been successful in this by means of a sincere appeal to the child and a close remedial follow-up. If a pupil is firmly convinced of the benefit to himself and his work and is given praise and encouragement in his efforts to change from the incorrect position, he should be willing to co-operate, at least by making an honest attempt. His penmanship will suffer considerably over a long period, but the child who earnestly tries can eventually emerge with a correct writing position and an improved penmanship.

The nature of the follow-up, whether in the primary or higher grades, will vary depending upon such factors as the child's personality, his stability, his attitude, and the extent of the hold which the incorrect habit has upon him. But whatever the course of action, the remedial work must be consistent, steady, allowing no intervals in which the matter is neglected. Dis-

couragement, impatience, as well as the need of time for other school work, may tempt the teacher to relax her vigilance and effort for a time, but she should remember that a spasmodic interest will result merely in waste of good time. Only a dogged day-in-day-out *perseverance* will spell success.

A Co-operative Project

Then, too, wise teachers will enlist the co-operation of parents, when necessary. Mothers and fathers usually wish to eliminate handicaps in the lives of their children, and a short explanation of the nature of the difficulty and the part that parents can play in effecting a cure will easily win their help. And, since *all* the written work of the child, not merely his work in school, needs to be supervised and guided, this point of parent co-operation is important.

In the end, all this attention to the "left-hander," all the effort, the watchfulness and consistent remedial work, will have been well worth the struggle. The child will experience the same ease in using pen and pencil as does his right-handed brother; he will have avoided the awkward-looking position; above all, his penmanship will be more neat and legible than it would have been had no one been concerned with the problem.

And so, let us resolve—those of us who may not have been aware of the need, and those of us who may not have been so vigilant and persevering as we might have been—let us resolve to give more attention to the left-handed child as he writes.



These Catholic educators played an important part in the Minnesota Industry-Education Conference held at Duluth, last November. All are heads of science or mathematics departments at their schools. Seated (l. to r.): Sister M. Finbar, O.S.F., and Sister Duns Scotus, O.S.F., of Pacelli High School, Austin; W. D. Larson, College of St. Thomas, St. Paul; Sister Antonius, C.S.J., and Sister Seraphim, C.S.J., both of College of St. Catherine, St. Paul. Standing (l. to r.): Brother Edward, F.S.C., and Brother Charles, F.S.C., St. Mary's College, Winona; Le Roy Brown, St. Thomas Military Academy, St. Paul; and Emil J. Berges, St. Catherine's.

¹Gardner, Warren H., Ph.D., *Left Handed Writing—Instruction Manual* (The Interstate, 19 N. Jackson Street, Danville, Ill.), 1936.

It's June again, and the problem is perennial:

A summer vacation vs. a summer school session

Let Us Rest Awhile - - if we can!

By Brother Rudolph, C.F.X.

St. John's Preparatory School, Danvers, Mass.

In the heat and languor of late June and early July, we troop from all parts of the United States to the great centers of learning for a six weeks' struggle for more knowledge. Nuns, Brothers, lay teachers, and a few priests make the annual trek. With an irresistible yearning for further intellectual culture we register for six weeks of early American literature, sociology, or medieval falconry.

Nearly all of us are physically, mentally, and probably emotionally fatigued after the trials and errors of the past school year. For ten months we have been fighting the good fight — telling an almost omniscient high school generation about the evils of steady dating, the fallacies of the hot-rod philosophy of life, and the fast-buck theory of business ethics. We have emphasized the vital necessity of frequentation of the sacraments and the beauties of the liturgical pageant. We have instructed beaming, cherubic altar boys in the stately rubrics of solemn liturgical ceremony. We have spoken — sometimes with full hearts — on the glories of English literature, the intricacies of the binomial theorem, the importance of regular brushing of the teeth. With almost apostolic energy, we have collected funds for the pastor's Christmas present, for membership in the Junior Red Cross, for a going-away gift for the janitor — and are we glad he is going away.

We May Be Tired

Yes, for ten months we have been coaching athletic teams, directing school plays, attending P.T.A. meetings, giving an occasional book review to the parish literary group, assisting the sexton in the tabulation of the Sunday collection, teaching Sunday school classes, using our Fix-It-Yourself kit (A Christmas gift from Latin II) to repair a broken basement window, which would remain broken unless we attended to it. And in between we have been preparing for classes, correcting themes and assignments of all sorts, trying to keep abreast of educational trends, endeavoring to persuade

Johnny's father that his favorite son should go to a trade school rather than a medical school. In brief, we have been busy workers in the educational beehive for the past year, and we are happy that closing day has at last arrived. We pull down the shades on the classroom windows with thankful hearts, close the doors with a certain touch of finality, and hasten with appropriate eagerness to summer courses in the national citadels of learning.

But We Seek Knowledge

Our first move, of course, is towards the registrar's office, where we normally encounter the dean of the summer school or a faculty member helping out for the occasion. The faculty member usually knows a good deal about the requirements of his own department but is provokingly unfamiliar with things outside his own planetary system. And as an example of a particularly frustrating experience, try talking to a professor of astronomy about whether you should take a course in Piers Plowman or in medieval falconry. The dean himself is, for the most part, a gracious person, who wants to see you happy and contented in his campus haven for the summer, and yet in almost sepulchral tones warns you of the dire perils of postponing that methodology course till the approach of the fifteenth summer.

But under pressure from the dean we do sign cards — normally for two courses and purchase the necessary text books (and aren't the books getting bigger and more expensive every summer? Well, even college professors sometimes have to earn an extra dollar). Then we stagger back to our religious house or college dormitory to await the bell on opening day.

Ah, that opening day! Memories, memories! Armed with pencil and notebook, we huddle there in the college lecture room and await the first words of wisdom to issue from erudite lips. From the academic figure on the rostrum comes a faint sound as of one clearing his throat. We poise our

pens as the opening sentence strikes our astonished ears: "This is a course in medieval falconry. After teaching it for ten years, I've come to the conclusion that the whole thing is for the birds." We catch our breath in amazement and numbed incredulity. We glance furtively around for the effect upon the other members. The same as ours, but astonishment gives way to perplexity, and perplexity to relief as the truth dawns on us that this opening sentence was but an ice-breaker. Then all smile at the quaint pleasantry of the master, who after all is human, even as you and I. Now teacher and class are *en rapport*. The course goes on, while we inscribe notebooks, pass in term papers, and, in a word, saturate ourselves with the lore of medieval falconry.

We Lack Rest

When the summer has progressed to about the first week in August, we begin to feel physically tired, emotionally drained, intellectually atrophied. The class in falconry has been fluttering for some days and now falls dead to earth. The pinions of the first weeks' enthusiasm have lost their buoyancy. We shamelessly stare at the master (or through him) and write nothing. What has now happened to our love of learning? Where and when did we lose our intellectual curiosity? The answer is basically simple. Even a passion for the subtleties of higher learning must yield before a backlog burden of ten months of coaching assignments, driver education, high school stagecraft, and odd jobs with a Fix-It-Yourself kit.

To make matters worse, we generally find ourselves losing some badly needed sleep in the last few days of the summer session. Examinations loom suddenly — and insufficient notes can sometimes make the falconry or any other course a mountain of difficulty. But we scale the obstacle somehow, and then, with but a short breathing space, back we go again to the ordeals of another year.

We are not endeavoring to make here a commentary on what has been called the Heresy of Action. We are not going to argue—even if such an argument were logical or possible—the drawbacks of the active as opposed to the contemplative life. We are merely pointing out to religious superiors of all orders and congregations that the human mechanism can stand only so much; that to assign graduate studies or the writing of a thesis to a religious already burdened with an overloaded teaching schedule is a grave mistake. We agree, in principle, with the ancient adage: "It is better to wear out than to rust out." But please! Couldn't we allow just a speck or two of rust to accumulate?

Odds and Ends

There are times, of course, when we ourselves are to blame, not our superiors. We can develop an insatiable desire for extra-curricular activities; can accumulate, almost before our superiors realize it, a host of after-school assignments, such as year-books, debating societies, stamp clubs, dramatic performances, freshman football teams, and so on *ad infinitum*. Loaded down with such duties, many of them of our own choosing, we assume a perpetually harried look, rush madly, perhaps fruitlessly, from one activity to another; murmur inwardly against the rest of the community that apparently finds time week after week to watch the hard-riding Sheriff keep law and order in Dodge City. And yet we have the effrontery, even under conditions such as these, to ask our superiors for permission to take evening or Saturday morning classes at some nearby university.

By all means, let us work hard. Let us labor zealously, enthusiastically. Let us give all our efforts to the vital, dynamic apostolate of education. But do not let us find ourselves saddled with a program that makes adequate class preparation an impossibility; professional reading an unheard-of luxury; private spiritual devotions something we last practiced in the novitiate: community spiritual exercises (this would be the real tragedy) something to be sandwiched in between correcting proofs for the school paper and hanging crepe streamers for the senior prom. No matter how we analyze or rationalize it, we are consuming our vitality beyond the point of no returns.

The remedy lies in recession—a withdrawal into our inner selves. While it is not possible for us who have chosen the part of Martha to sit down at Our Lord's feet always, yet we can do so at times, possibly (for a starter) just after we have discovered that X University will offer next summer an advanced course in falconry.



Altar boys are being received as Knights of the Altar at St. James School, Decatur, Ill. Sister M. Falconia, O.S.F., is directress of the Knights.

A Garden Parable

By Sister Rita Agnes, S.C.H.

College of Mt. St. Vincent, Halifax, Nova Scotia

Sister Flora had planted a border of phlox just where the ground dropped suddenly at the edge of the greensward opposite the main door of the college. In August, when visitors stepped out of their taxis, although they glanced first at the tall building and then at the arresting view of the sea on which, driving up, they had turned their backs, their eyes were sure to linger on the phlox. In truth the plants greeted them cheerfully. White, pink, purple, magenta, and some variegated, the big clusters swayed on stems nearly two feet high and appeared to glow against the foil of their own abundant leaves and the green of the woods behind them. If the wind were right, a mild fragrance enhanced their welcome.

All the other Sisters rejoiced with Sister Flora in the success of her horticulture; they did so almost in the same breath with which they said goodbye. For Sister had to depart for two weeks to Boston and New York, there to attend conventions, symposiums, and what not which dealt with the tendencies and vagaries of other growing things—only these were human. It was part of the price she paid for having a doctorate in education.

That night there were unusually heavy showers of rain. The Sisters in their beds heard its steady beating of the ground for

half hours at a time and that peculiar swishing, sliding sound rain makes through trees. When the sun came up at last and the activities of the house began, one by one the Sisters made a sad discovery. Most of our gallant phlox lay prostrate. Even stems that had not succumbed had a bowed look as if all ambition had drained away.

Alas, alas, how disappointed bright-eyed Sister Flora would be on her return! So said many, shaking their heads. And not much use to pluck the fallen blossoms, either—you couldn't put rain-drenched, shaken flowers on the altar. We went about our individual business, rather thankful that gardening was not in our line.

One, however, Sister Alma, took time out at intervals to glimpse the phlox. As the afternoon wore on, she thought it seemed not quite so crushed. Yet not until next morning after a fair night did the restoration appear. It was a glorious day with strong sunshine and a gentle breeze. Every plant stood tall and beautiful. Not a trace of disaster was left.

"Strong roots and the pull of sun have re-erected every one!" rhymed Sister Alma aloud. "And now, dear Sister Flora, when we tell you about it, please will you see a parable for those young creatures whom, I'm sure you have been most learnedly discussing."

EDWARD A. FITZPATRICK, Ph.D., LL.D.

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TRIVIA IN THE HIGH SCHOOL CURRICULUM

We were looking over the very stimulating and informative *Bulletin of the Council for Basic Education*, and certain facts regarding what is happening in our high school curricula were strikingly apparent. Against the statement that, in the latest inventory of the high school curriculum, there are 141 subjects divided into 274 different high school courses, we note the new courses that were announced in a period of a little more than a month:

"1. Over the Christmas holidays the Illinois Education Association and Western Illinois University conducted a tour for students, 'the highlight of the tour,' as the announcement said, being New Year's Eve in New Orleans. Don't think that this trip was undertaken just for fun—the 'students' were given four quarter hours of academic credit in visual education or social science.

"2. Junior high school students in New York City, according to an announcement by the board of education, will now be taught how to speak well over the telephone and how to acquire good taste in 'choosing and enjoying the best in television.'—all this to be done in the name of language arts.

"3. A high school in California announces that it will give scholastic credit to 'students' for working as carry-out boys in supermarkets.

"4. Another California high school has just inaugurated a new class for 11th- and 12th-grade boys called 'bachelor living.'

"5. And a Maryland school has announced proudly a clean sweep all its own: it has the only course in dry-cleaning in the county system.

"6. Then there's a report that 38 high school principals, in a survey sponsored by a hair products firm—don't ask how it got into the schools—have come out for a program to 'correlate grooming, grades, and conduct.' Southwest High in Kansas City, Mo., does it by offering courses in general appearance, which includes health habits, hair care (natch) and eating habits" (*Bulletin of the Council for Basic Education*).

Unfortunately this process continues with the most amazing subjects—trivial, bizarre, and useful. These new subjects are often counted toward diplomas, and consume energy of teachers that might be used more effectively if the purpose of the school is a sound education.

There is unfortunately a tendency among some Catholic schools in some areas to imitate the public schools. While there is much in public education that is worthwhile, there are some aspects of it which receive a great deal of local publicity—besides athletics—that, before adoption or imitation, must be considered first in relation to the ultimate and proximate aims of the

Catholic schools. It is the general feeling both inside and outside of Catholic schools that they are "sticking to their last," but the imitation of life-adjustment education indicates the danger that Catholic schools do occasionally succumb to temptation even in its national professional leadership as well as locally.—E. A. F.

CAN WE TEACH SAFE DRIVING?

We noticed some time ago a conference on driver education which was attended by a goodly number of Sister-teachers. At the time the thought ran through our mind as to the extent driver education had entered the Catholic high school, and one might infer from the publicity attending the conference that considerable progress—or inroads—had been made in Catholic schools.

For those charged with the responsibility for Catholic high schools it might be interesting to note some recent comments:

1. Driver education takes progressively a larger part of the school time for more students. In the state of West Virginia, the greatest increase in enrollment was in driver education, office practices, and band. The danger here is that the fringe becomes more important than the center.

2. There tends also to be a loss of a sense of values, on the relation of school subjects or school activities to worthy or necessary educational ends. A deputy superintendent of schools in Florida, for example, says:

"The training of our youth in sound practices in the operation of motor vehicles for instance, is as important as learning to read. One might as well be illiterate as be ignorant of the basic principles of safe driving."

Society of Catholic College Teachers of Sacred Doctrine

By Sister M. Aloysia, S.S.N.D.

Mount Mary College, Milwaukee 10, Wis.

Societies for the promotion of a specific work spring up when persons with initiative feel a need for concerted action. Because a group of such persons felt a need and did the preliminary work, it was possible to announce plans for one of the newest national societies at the NCEA convention in Chicago in 1954: the Society of Catholic College Teachers of Sacred Doctrine.

The need in this instance was for a meeting ground for teachers of religion on the college level. In 1953, members of the religion departments of colleges and universities in Washington, D. C., met to discuss this problem. Plans were formulated to interest other schools in the East. On February 22, 1954, at Fordham University, representatives of 47 eastern colleges were present and prepared for a national so-

ciety. In the program of the NCEA that spring, time was allotted for announcement and discussion of the proposed society. The first national convention was held later that same year.

The Title

The naming of the society caused some concern. Its organizers wished the title to represent the subject matter and treatment of "religion" courses in colleges, universities, and houses of study without seeming to "canonize" any one system. Hence the official title: Society of Catholic College Teachers of Sacred Doctrine.

The Aims

The purpose of the organization is to provide meeting ground for college teachers of religion. This means opportunity for sharing the experience and the wisdom of other teachers. This sharing of knowledge may concern any phase: subject matter, curriculum, method, or any related topic. It may be an aid to integration within the religion courses, and with the general college curriculum. Most colleges are convinced that there is room for reshaping and adjustment. Discussions of the purpose and procedure in teaching religion in the college will help to point the way to be followed in teacher preparation—something that is still a weak spot in the college set-up. These aims are stated specifically in the constitution of the society:

"The ultimate objectives of the Society shall be to assist teachers in imparting to college students adequate religious instruction well integrated with the rest of the curriculum. Proximately it shall seek to promote the following objectives:

"1. To further an exchange of information and analysis of problems currently involved in the teaching of Sacred Doctrine.

"2. To analyze inadequacies that may be found in present programs of Sacred Doctrine at the college level.

"3. To formulate and suggest the objectives and proper content of the college course in Sacred Doctrine.

"4. To discuss and evaluate the various modes of instruction in Sacred Doctrine.

"5. To discuss and develop an effective

program for realizing the proper place of Sacred Doctrine in the curriculum and its integration with the other disciplines.

"6. To develop effective teachers of Sacred Doctrine on the college level.

"7. To develop standards for the adequate preparation of teachers of Sacred Doctrine on the college level.

"8. To study ways and means of coordinating the course in Sacred Doctrine with other college activities."

It is clear from this quotation that the society does not intend to be a standardizing association, nor to dictate to members the courses to be required or method or teaching to be followed.

Organization and Meetings

The society is organized primarily on a national basis and meets annually on Easter Monday and Tuesday. In addition, there are meetings of regional groups. These regions are determined not rigidly by state boundaries, but by facility of travel in the area, the number of colleges located there, etc. The chairman and committee of each region arrange for meetings and the needed agenda with the help of suggestions offered by the national Current Problems Committee. Some of these topics may be chosen for the national program. In addition, the regions study their own questions and difficulties. The annual over-all review of work accomplished is presented at the national convention in a meeting of officers, board of directors, and regional chairmen, a meeting open to all delegates.

Administration

Four officers elected for two-year periods administer the work of the society with the help of a nine-member board of directors who likewise have a specified term. The regional chairman is selected by the respective region. Each region also determines the number of committee members who assist the chairman, and their term of office. They, in turn, work closely with the national officers and board.

Publications

Most important of the publications are the *Proceedings* of the national meetings, published annually. These contain the papers given at the spring convention, and include some of the discussion at the general sessions. Available to non-members at \$3 per copy, they provide a valuable reference for all teachers of religion and interesting data for all interested in the recent trends in this field. Copies of papers given at regional meetings are frequently mimeographed and distributed to members regionally or nationally.

Magister, published quarterly, is a news-

But real words of wisdom on this subject of driver education comes from a newspaper columnist, Sidney J. Harris of the *Des Moines Register*:

"Nobody can 'teach' safe driving. The schools—or any qualified expert—can teach driving. Youngsters can be taught how to steer, to turn, and to stop a car. But safe driving is not a matter of formal education. It is not an intellectual or manual skill. It is, rather, a moral and emotional attitude. Careless drivers, on the whole, are not necessarily deficient in skill or knowledge. They cause accidents because *they don't care* enough about themselves or other people. And 'caringness' cannot be taught at school."

Some interesting questions run through one's mind on this subject: Could the school spend its time more profitably for its more immediate object? Would families prefer to have such learning delayed because of pressures for use of the family car, or for getting a car? What community agency should teach driver education, assuming it is a community responsibility? —*E. A. F.*

letter, likewise available to non-members at a subscription rate of \$1 per year. Besides news of members and activities of regions, this organ serves as a means of exchange of ideas, reviews, bibliographies, and other material of value to members and those interested in the the society.

The results of a nation-wide survey of college religion departments was one of the first services to be distributed by the society. It included such items as the number of hours required, courses taught, textbooks used, etc. This was an excellent means of evaluating one's own department in the light of standards of other colleges.

Membership

As indicated by the name of the organization, actual teaching or administration is a requirement for membership. There is no institutional membership. Teaching membership is not limited to colleges or universities but extends to novitiates, jun-

iorates, etc., to include even those who are training future teachers of sacred doctrine. Upon approval of a person's status, an annual membership fee of \$5 entitles him to attendance at all regular meetings, to the publications of the society, and to the services of the national office.

For information about the society, one may write to the national president, Brother Alban of Mary, F.S.C., Manhattan College, New York 71, N. Y.; or to the national secretary, Sister M. Rose Eileen, C.S.C., St. Mary's College, Notre Dame, Ind.

In spite of its youthfulness, this Society of Catholic College Teachers of Sacred Doctrine has already achieved notable success in its work. It has received the approbation and special encouragement of the Hierarchy. Among these treasured expressions of approval is one of special value: a letter to the Chicago region by the late Cardinal Stritch.

A choral recitation for the pastor's feast day

Happy Feast Day, Father

By Sister M. Alice, S.S.C.M.

Holy Trinity School, Swayerville, Pa.

[When curtain opens, children are standing on stage, boys on one side, girls on the other.]

ALL: Two and thirty heads together
[give number of pupils in the class].

BOYS: Working overtime—

GIRLS: Thinking mighty hard—

SOLO: About the price of coffee?

SOLO: About income tax?

ALL: Nothing so small as that!

BOYS: We just heard Mr. Calendar give out the latest news report.

SOLO: Saint . . . feast's not far away;
Buy your feast day gift today!

GIRLS [*raise hands to show great excitement*]: Consternation, perturbation!
We've not begun our preparation!

BOYS: Grab your empty pocketbooks.

GIRLS: And bring your happy hearts.

ALL: We'll search the towns from coast to coast. And buy our pastor just the best!

SOLO: A costly gift—none but the best.

SOLO: A precious gift—a joy for life.

SOLO: A different gift—but a useful gift.

ALL: We visited the shop men,

BOYS: Department stores and one-floor stores,

GIRLS: And salesmen rich and poor.

[*Children, posing as salesmen, enter one by one with their wares.*]

FIRST: A new 1959 Chrysler, the newest, the smoothest, the safest.

BOYS [*waving hands in disappointment*]: Everybody has a car. We want something different.

SECOND: A diamond, a genuine sparkling gem from Africa.

GIRLS: What would Father do with that? We want a useful gift.

THIRD: A check for \$10,000 from the President.

BOYS [*shaking fingers at child*]: You must be a swindler. Money doesn't come like that.

FOURTH: A chicken dinner, tender, tasty, ready for the table.

GIRLS [*with disappointment*]: Well, that would hit the spot some other time. But now we want a special gift, a lasting gift.

ALL: We searched the cities, scoured the towns.

Our feet are screaming sore
Our empty hands hang limply down—
How can we find the gift that's best?
[*A child steps forward, hands on hips, and turns slightly to group.*]

CHILD: Now listen, dear ladies and gents.

We've wasted time and strength enough.
If we can't find the best on earth,
Then let's go up to heaven.

BOYS [*with great surprise and amusement*]: Up to heaven? You have to die to go to heaven.

ONE GIRL: My, but you boys are silly! Didn't you ever go to heaven on a wish and a prayer?

GIRLS: Surely! Mother Mary is the gate of heaven. Let's go to her.

ALL [*turn slightly to statue or to girl acting as our Lady*]:

Mother, help us find a gift

For our dear pastor's feast,

[Solo] One that's precious,

[Solo] One that's lasting,

[Solo] One that's useful, too.

Please make it be the best.

Wrap it, pack it, send it down

With seraph messengers. [*Lean toward Mary as though whispering.*]

But may we first just take one peek,
Dear Treasurer of God?

[*Mary opens box—if statue is used, a child from the group. Each child who represents a gift takes a card from the box in his turn, holds it in front of himself and speaks his part.*]

GOOD HEALTH: I am Good Health. I am the Provident Hand of God. I wish to be your helper, dear Father, in your work for souls.

MUSIC: I am Music. I am the whispering of God. I wish to bring you happiness by reminding you of the canticle you will one day sing as you follow the Lamb wherever He goes.

JOY: I am Joy. I am the Presence of God. I wish to increase within your heart until you will be forever united with God who is All-Joy.

ZEAL FOR SOULS: I am Zeal for Souls. I am the fire of the Heart of God. Although you already possess me, I wish to light your way ever more brightly in your search for the lost sheep.

GOD'S MOST PRECIOUS GRACES: I am God's Most Precious Graces. I will be with you and accompany you through the night until you reach the day, over the sea until you find the port, through the cross until you win the crown.

ALL: Happy Feast Day, dear Father, from Mother Mary and from us, your devoted children.

A Little Bit of Heaven

By Rev. Wm. B. O'Brien

St. Patrick's Cathedral, New York, N. Y.

Editor's Note. This beautiful story is abridged from the original account which appeared in *The Catholic News* (New York City) of October 19, 1957, under the title "My Most Memorable Experience as a Priest." We thank Father O'Brien for his permission to reprint the story and we thank Sister Bernard Joseph, O.P., librarian at Mount Saint Mary College, Newburg, N. Y., for calling our attention to its precious value to first Communicants.

How vividly the picture still lives in my memory! He came for the first time under my gaze as, hands folded so reverently, eyes searching so pleadingly, he approached the Communion rail for the very first time in a little country church near Middletown, New York. His was a moving picture, immaculate in his white Communion suit; he caught one's eye since he had been selected to lead the first communicants to the altar rail. Across the solemn faces of these children, especially upon the features of this young boy, was written so strikingly the "age of wonderment"—approaching the greatest of all wonders in his young life, viz., that a God should find time to make a home within the trembling soul of a small child.

His Happiest Day

Shortly after the Mass, little Richard raced over to me outside the church. We had never met but he had a story to tell and I was chosen to listen. I reached down to greet my new friend and he jumped up into my arms with the salutation: "You know, Father, this is the happiest day of my life!"

"Richard," said I, "I wonder if you know why it is just that—why it is so happy?" And with a quizzical look, he shifted from left to right position around my shoulder—with his piercing little blue eyes pounding at the door of my lips, demanding an answer. "Richard," I went on, "you see, happiness at its very fullest is enjoyed by those in heaven because they dwell always at the feet of God. Something like the little boy who feels so good and safe when he is

stretched out on the living room floor before the admiring gaze of his mother and dad."

A Little Bit of Heaven

"Now, Richard, today you have a little bit of heaven right within your little body when God came for the first time in your First Holy Communion to rest upon your soul. When He came, He recreated as best He could outside of heaven, some small bit of the abundant joy of heaven. That is the reason, Richard, why . . ."—and before I could finish, he cut in: "Father, heaven must be a nifty place."

By June 30, school doors were closed and Richard's classmates were enjoying the swimming and games of the summertime. But Richard was confined to bed with what the doctor termed "a stomach upset."

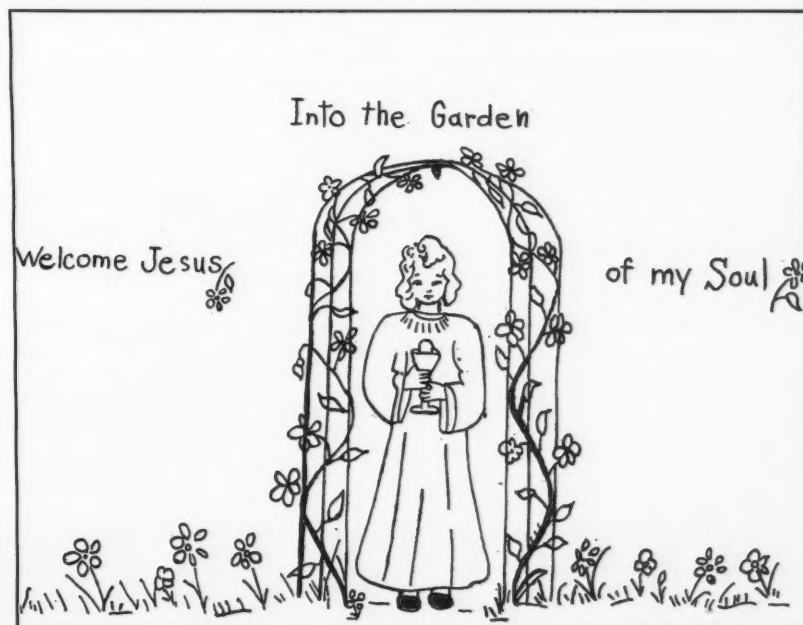
By July 30, in the sweltering heat of mid-summer, Richard was a patient at Bellevue Hospital in New York City undergoing X-ray therapy for a malignant growth on the kidneys.

A Hopeless Victim

By August 30, he was returned to his home in Otisville, New York, a hopeless victim of cancer. The doctors gave him back to his parents—now but a shadow of the strong, quizzical, healthy lad we knew three months before on his First Communion Day.

On September 30, another priest and I visited Richard in his bedroom in the quiet, red brick home. We had heard that Richard was very ill and also that for not a single day had he missed receiving our Divine Lord in Holy Communion throughout this serious illness since that First Communion Day on the 30th of May. Before his confinement, he would slip out of his home early to receive at the morning Mass at his parish church. When confined to bed at home, he thrilled to the arrival of the good Carmelite Fathers each morning with our Blessed Lord in Holy Communion. In Bellevue, he prevailed upon the chaplain to come to him every morning.

A little boy never really got over the



— Sister M. Terentia, O.S.B.

WELCOME JESUS INTO THE GARDEN OF MY SOUL

This illustration may be used by a First Communion Class as a means of preparation. Everytime they attend Mass or perform some kind deed for Jesus they may color a flower. The figure of Jesus is not colored until a day or so before First Communion. His garb remains white, and the background a golden color.

tremendous discovery of his day of First Holy Communion — "that little bit of heaven." He wanted Jesus every day. He looked forward to the footsteps of the priest during those long weeks in bed. This was the big moment of his day — "Father, this is the happiest day of my life!" His "beloved Jesus," as he would put it, "would come tomorrow again and I want this little bit of heaven."

He Loved St. Pius

His mother led us into the room. Our eyes fell upon a stunning scene — the frail, hollow figure of the once bright, strong little Richard. Cancer had taken its toll. He was a shadow of the lad I met four months earlier. The red curls lay limp, the freckles pallid, the strong arms weak and thin. Richard clutched an oxygen mask to his mouth and a noisy machine in the corner pumped constantly the life-sustaining air for his lungs.

I sat on the edge of his bed and he acknowledged with a smile. I began: "Richard, we have brought something you will like very much. You know, children could not always receive our Lord at the age of eight as you did. They had to be older and it was not until a very saintly Pope arrived on the scene, whose relic I have here, that the law of the Church was changed so that little children might receive. It was Saint Pius X, this Pope, Richard, who made this possible. I have brought this little relic of Saint Pius . . ." — and brushing swiftly aside the oxygen mask, my little friend reached up for the relic and reverently kissed it, gasping with tears of joy: "Father, I love Saint Pius!"

Richard Goes Home

When the sun rose over the peaceful village of Otisville the following morning, it found Richard home with God.

And we stood at the side of a small grave two days later. I stood there with Richard's many friends: his schoolmates, his family, and relatives, the priests and Sisters who knew and loved him so well. Richard was laid to rest beside the country church he

Six Year Olds Know MARY

By Sister M. Paulette, V.S.C.

St. Sebastian School, Pittsburgh 9, Pa.

Can we put Mary into the first grade classroom? Can we give the child a vivid awareness of Mary's unfailing solicitude in our regard? For a little while, in my classroom at least, it seemed that the odds were against me. Every time we mentioned the word Mother, in reference to Mary, the little ones mentally reverted to Mommy, and the tears flowed copiously. They were still in the "I want Mommy" stage. But, gradually, as the adjustment to school life renders the child fit and free to absorb the many new ideas confronting him, the six-year-old can and does evidence a most tender devotion to Mary.

One of the first Mary relationships presented to him is the concept of Mother and Child. He sees the statue or the painted picture of a beautiful, smiling Lady holding a fair-haired lovely Infant. Happiness radiates from their countenances. Often, we have watched a six-year-old pause before such a representation and observed his fascination as he gently touched the Lady's veil or caressed the Baby's hand.

Readily the child can appreciate the idea of motherhood, in the sense that "his mother is the most wonderful person he knows." Consequently, Mary as a mother, the Mother of God, must indeed be most wonderful, too. And, wonder of wonders, he can lay claim to her, to two mothers.

How often this simplicity far surpasses more mature understanding. One little fel-

low, unquestionably accepting Mary as his mother and special confidante, startled his parents one day when a precarious situation arose. Two-year-old Linda had picked up a bottle of disinfectant and touched it to her lips before either parent could reach her. Frantically the father rushed to the phone to summon the doctor; Mother carried Linda to the nearest sink; but six-year-old Tommy ran to a statue of Mary and spontaneously pleaded, "Mary, please help my baby sister. Please, Mother Mary, help Linda."

One of the initial prayers taught in the first grade classroom is the Hail Mary. Hail Mary becomes meaningful when it is paraphrased as: "Hello Mary, God is most pleased with you. He has sent a message to you. Will you be His Mother when He comes to earth as a little Baby? Will you be the Mother of Jesus?"

Subsequently, the Annunciation becomes delightfully alive to the child when he is allowed to participate in an impromptu dramatization of the Angel's visit with Mary. Thereby, almost imperceptibly, the six-year-old can be led (through a RELIGION IN PLAY-TIME study of the mysteries) to a basic understanding of Mary's unsurpassed greatness.

The story of St. Dominic will fascinate him; the story of Fatima will motivate him; the story of Bernadette will impel him to GO TO MARY.

loved so much, wherein he discovered a great secret — the capture of which thrilled his young soul so much that: he never really got over the day of his First Communion — "a little bit of heaven." They laid him to rest in the same First Communion suit. And as his little casket was

lowered into the shallow grave, Richard's words of four months previous came rolling back to me: "Father, this is the happiest day of my life!" "Yes, Richard, it is because Jesus brought him in Holy Communion some small bit of heaven's joy." "Father, heaven must be a nifty place!"



Pentecost

— G. C. Harmon



MOST REV. WILLIAM E. COUSINS, D.D.,
Archbishop of Milwaukee, is the newly
elected President General of the NCEA
for 1959-60.

An Impressionistic Report of the NCEA Convention

By Edward A. Fitzpatrick

Editor, Catholic School Journal

An Exceptional Keynote Speech

The fifty-sixth annual convention of the National Catholic Educational Association was held in Atlantic City, N. J., March 31—April 3, 1959. The theme of the convention was "Christian Education: Our Commitments and Resources." The main contribution of the theme was the restatement of old or current material with a new terminology. The outstanding difference was in the keynote speech by Bishop Lawrence J. Shehan, of Bridgeport, Conn., the President General of the Association, the best and the most appropriate address that I have heard in all the years I have attended the convention. It would have been an uplifting influence on the Convention if such a statement as Bishop Shehan's had been sent in advance to all persons participating in the program. Such a suggestion is even implied in the first paragraph of the Bishop's address.

This year's meeting is of particular significance because of its general theme: *Christian Education—Our Commitments and Our Resources*. In this opening address it shall be my purpose, not to spell out in detail either the commitments to which we are obligated or the resources at our disposal, but rather to sketch the theme in general outline, leaving the details to be developed in the various divisional and sectional meetings.

Christian Education: Our Commitments and Our Resources:

The Bishop's theme was the theme of the Convention and in this keynote address is the convention's most illuminating statement. The Bishop plunges directly into the subject and states in the second paragraph the commitments of Catholic education:

We should begin by noting that the over-all commitments of Catholic education are clearly stated in the general legislation of the Church. Catholic education, free from doctrinal error and from moral danger, is to be provided for all the faithful from the days of their childhood. Where Catholic elementary and high

schools with a curriculum measuring up to this standard do not exist, the bishop of a diocese has the obligation to establish such educational institutions. Catholic universities are to be erected on a national or regional basis, where public universities are lacking in Catholic teaching and Catholic attitude. The Church, therefore, by her general legislation is pledged to provide a complete Catholic education to her subjects insofar as this is possible.

Problems To Be Met in Dioceses and Parishes

There was little use in the Convention of the slogan emphasized a few years ago, "Every Catholic Child in a Catholic School." The Bishop deals with the commitment more concretely and presents the most—if not the only—constructive and challenging proposal of the Convention. Bishop Shehan reviews summarily the actions of the Baltimore Councils, provincial and plenary, and then summarizes the amazing growth of the Catholic educational system on all levels from a statement in the

Encyclopaedia Britannica and supplements this by the statistics of the *Catholic Directory*, and thus reveals the problems of expansion of the Catholic school system to meet the foreseeable problems of the future. This prospect is "indeed frightening and the financial burden is enough to discourage the stoutest heart." But happily the "very structure of the Church requires the whole problem to be broken down into units (dioceses and parishes) which are more or less tractable." Here we have another evidence of the wisdom of decentralization in dealing with the practical problems of education.

A Constructive Proposal—Catholic Teaching in Secondary Schools

The constructive suggestion by Bishop Shehan which certainly required courage to make grows out of actual situations. One is that the rapid shifts in population are leaving parishes and school plants depopulated. The special situation that Bishop Shehan sees must be faced and the proposed solutions are:

In certain localities where with existing plant, personnel, and resources, it seems impossible to provide full Catholic education for all Catholic children, the question has been raised about the advisability of offering to every child Catholic education at a certain level. Since young children are more completely under the control of their parents, since it is common experience that during the younger years attention and interest can be held by extracurricular religious instruction, and since neither of these conditions hold true during the years of adolescence, thought might well be given to a plan to provide all children with Catholic education, say from the seventh to the twelfth grades. At least we would have nothing to lose and perhaps much to gain if carefully planned and observed experiments were tried in areas where the full course of Catholic education cannot be offered to all children at the present time.

The central part of Bishop Shehan's paper was summarized thus:

The Holy Father's Greeting

The following message received from His Holiness, Pope John XXIII, was read at the opening general meeting of the National Catholic Educational Association, Tuesday, March 31:

"A sincerely grateful message of prayerful devotion to the National Catholic Educational Association on the occasion of its 56th annual convention with warm commendation for the meritorious work of the Association and its members on behalf of Catholic Education and fervently invoking Divine Guidance during the deliberations of the present convention."

His Holiness also sent a special Apostolic Blessing to all of those attending the convention.

At the NCEA Exhibit Sister Jean Miriam, O.P., and Sister Louis Bertrand, O.P., of Saint Mary's School, Gloucester, N. J., practiced their sewing skill at the Singer Booth.



Such in brief are the problems arising out of our commitments: material resources to finance our vast undertaking; personnel—religious and lay—to staff our educational institutions; quality of scholarship, of instruction, of student achievement. What are the resources which are at our disposal for meeting these problems?

This central part of the keynote address has a very thoughtful discussion of the fiscal and personnel problems of Catholic education, and of the quality of Catholic education including a valuable statement on the teaching of reading and of natural science, and approval of Admiral Rickover's emphasis on hard work, and of "our real traditions in philosophy, the humanities, and the liberal arts." He notes some of the undoubted evils of the pressures of accrediting associations, but we hasten to add, on our own account that without the pressures of the accrediting associations Catholic secondary and higher education would be the poorer. Included in this discussion are three points worthy of even more extended quotation than we can give.

Lay Teachers in Catholic Education

The statistics of 1956 which show that out of a total of 147,330 full time teachers, 95,919 were Sisters, 35,129 were lay teachers, 10,412 were priests, 4568 were Brothers, and 1302 were scholastics. The great problem of personnel is obviously in the recruitment of women in the religious communities. A fine statement is made on the place of the lay teacher:

From the figures I have already cited it is evident that lay teachers have already begun to play an important role in Catholic education. For some time this has been true of our colleges and universities, but during the past few years the number has been steadily increasing in both primary and secondary schools. Lay teachers now outnumber priests, Brothers, and scholastics, two to one. Undoubtedly the very pressure of circumstances will cause us to give due consideration to the effective recruitment of properly qualified lay teachers for our high schools, colleges, and universities, and to the provision for their adequate remuneration, their security, and opportunities of advancement. But we need to give much greater attention to the recruitment of and provision for lay teachers in our pri-

mary schools. Certainly we cannot expect to get properly qualified lay personnel if they are considered merely as temporary substitutes for religious teachers, to be discarded as soon as the latter can be found to take their place. While we shall have to look to all Catholic lay teachers for a willingness to make sacrifices for the cause of Catholic education, yet their just remuneration, their security, and their development become for us an obligation to which we cannot be blind.

Teaching of Natural Science

While the discussion of reading and the place of good habit of reading in education is excellent indeed, the discussion of the teaching of natural science and the place in education is more significant in the present education situation, more imperative, and requiring more immediate action, but not of the "crash variety"—a real danger.

One of the subjects of the curriculum, calculated to give precision of thought, but woefully neglected in recent years in American education, is the study of the natural sciences. After the events of the past few years, it is not likely that science will continue to be neglected. It may well be, however, that the approach to science will be that of a purely utilitarian character; whereas what I would like to emphasize is the essential importance of science as a part of all liberal education. No one, so far as I am aware, has given a clearer or more forceful expression to the importance of science as a part of general education than M. Etienne Gilson, whose own special field is the history of medieval philosophy. In a paper published in 1955 he said:

It is therefore the strict duty of modern educators, if they want their pupils to be adapted to their own times, to put at their disposal the means of acquiring at least the elementary scientific training without which they would find themselves completely lost in their future surroundings. . . . No contemporary system of education can neglect scientific studies without betraying its mission.

Other interests are at stake besides the practical ones. To the benefit derived from literary culture and from historical erudition, the early practice of logic and mathematics adds the priceless mastery of the formal laws of reasoning. The study of the natural sciences is eminently fitted to complete such an intellectual formation. It alone combines the formal rigor of mathematical reasoning with the suppleness required of a mind obliged to think in the teeth of hard facts. In submitting facts to the exigencies of mathematical method, at least to the extent that their nature permits

us to express them in terms of quantity, modern science has achieved in the fields of physics, chemistry, and even biology successes far beyond the boldest expectations of its seventeenth-century method, especially as it is now practiced in physics and biology, is also to become acquainted with the working of the human intellect at its best and in its application to the order of reality that it is most fitted to know.

In Catholic education as in all American education undoubtedly science is destined to play a much more important role than ever before. The danger is that the teaching of science will be regarded as a sort of "crash program" meant to fulfill a present need, or a sort of "elite program" restricted to those individuals whose intellectual qualities fit them to become scientific specialists. What we must bear in mind is that science is an essential part of general education and that no one can be considered truly educated in this modern world without at least a basic knowledge of science. Now is the time for the Catholic educational system to examine its whole curriculum to see that science does occupy the place which is its due; to evaluate its teachers of science to make sure that they are truly competent in their field; to scrutinize the content of courses to determine that they are calculated to give a solid foundation of scientific knowledge and training; and to scrutinize teaching techniques to make certain that they will give to the student an insight into, and understanding of, and a familiarity with, those scientific methods about which Mr. Gilson has written with such acumen.

Quality in Catholic Education

Bishop Shehan disagrees with Admiral Rickover's statement that the school's concern is with the intellect alone, and thinks that Catholic education cannot be indifferent to the development of moral character; it is concerned with physical and emotional security. He nevertheless agrees that the production of intellectual excellence is the basis for the judgment of formal education. More important is the emphasis on quality of Catholic education, which the CATHOLIC SCHOOL JOURNAL has emphasized for more than a quarter of a century. Bishop Shehan says, that a self-examination as to quality is going on and we hope it is "worthy of the vocation to which the examiners are called." Bishop Shehan says:

While we are cultivating the financial resources for our great task and while we are recruiting personnel, both religious and lay, we must be ever conscious of the necessity of improving the quality of our instruction and maintaining it at the highest possible level. Education of a poor quality is likely to defeat the very purpose for which Catholic education exists. In the first place, it is inconceivable that religious instruction of a high quality should exist against a background of inferior teaching standards. Furthermore, by second-rate teaching the student—and particularly the promising student—is likely to be turned away from the faith and against the Church by the feeling that he has been cheated of that to which he has a right and to which Catholic education has really pledged itself.

In the light of the criticism of all American education, no educational institution in this country can be unmindful of the problem of quality in the education it offers. After the events of the past few years certainly every Catholic institution is keenly aware of this problem, and I am sure, is examining its program for weaknesses and is making every possible effort to perfect its curriculum, to

strengthen its staff, and to raise the quality of its teaching.

Four Basic Resources of Catholic Education

To solve these many problems resulting from our commitments—and increasing in both the foreseeable and more remote future, Bishop Shehan points out four resources:

1. The backing of the Catholic population willing to make sacrifices to see that their children receive a Catholic education, and the support of men of wealth for higher institutions, particularly if the recent self-criticisms are used effectively and imaginatively.

2. The devotion of religious men and women who have dedicated themselves to solving the problems and meeting the commitments of Catholic education. Nor should the resources and the dedication of able and devoted laymen be overlooked.

3. The possession of a philosophy of life, which coming down from ancient times, has been tested time and again—and supplies the basis of a sound philosophy of education.

4. The certainty of divine truth together with the consciousness of a divine mission. That certainty and that consciousness give us a clear and irrevocable commitment.

Prove Everything: Hold Fast to That Which Is Good

And Bishop Shehan concludes with this inspiring paragraph:

The main point that I would make is that, despite real problems of Catholic education, we have no reasons for discouragement. On the contrary, we have every reason to go ahead boldly and confidently on the road reason and common sense point out to us, preserving all those treasures from the past which are ours, but ready to add to those treasures whatever of value the present day offers. Our chief treasures are undoubtedly our philosophy, our tradition of the humanities and the liberal arts, the eternal truths of Christian faith. But in our reaction against the fads of present-day education, we must not lose sight of the fact that the modern educational movement has developed some techniques of great value and that modern psychology has made significant discoveries relative to the whole process of learning. To be bold in charting our course does not mean that we advance haphazardly along any path that seems to open before us, but rather that we make our plans on the basis of careful research and thoughtful analysis of the whole present-day educational field. To make good our opportunity requires that we develop and use every resource at our disposal. Our chief resource will always lie in the ability, the training, and the dedication of our teachers. It is chiefly by the full use of their spirit of dedication and of self-sacrifice that Catholic education will fulfill its commitments.

The Responsibility for Catholic Children in Public Schools

The responsibility of the Church for the Catholic children in public schools was brought to the attention of those who heard him by Msgr. D. Joseph Corbett,

director of the Washington, D. C., Confraternity of Christian Doctrine, in his paper on "Our Responsibility to the Catholic Child in the Public School." One of the corollaries of his paper is:

The majority of the Catholic children who are being educated in the public school should get as much attention from the Church as the minority who are in the Catholic schools. The obligation to give the minimum of religious instruction to *all* has a priority over the duty to give the fullness of Catholic education to as many as can be enrolled in Catholic schools.

Statistics quoted from Cardinal O'Hara and from the *Catholic Directory* are interpreted to mean that potentially more than one million children will be seeking admission to the Catholic school system each September for the next six years, with an ever increasing number of baptisms promised for future years and no change in trend expected. But the problem revealed by our accomplishments is thus stated:

The disturbing fact is that a great multitude, that grows from year to year, remains untouched by our educational endeavors; and yet, the Catholic parish is established for the sanctification and salvation of *all* its members. The parish's principal agencies, and this must include the parochial school, are intended to reach *all* who can possibly benefit from them. Yet, it is not merely the teeming population growth that confronts Catholic bishops throughout the country with this enormously challenging situation. The religious well-being of so many of our Catholic youth in public schools becomes increasingly aggravated by the prevalent secularism of the atmosphere, the weakened condition of family life, the lack of personal discipline, and the presence in abundance of high-powered temptations. These facts of modern living make for severe pressures which can be met and conquered only by vivid religious knowledge coupled with exceptional moral strength.

The Confraternity of Christian Doctrine

Msgr. Corbett's way to meet the responsibility for the Catholic child in the public school is the Confraternity of Christian Doctrine—a vehicle of apostolic opportunity for the laity—an organized, planned, intelligent approach to the problem, "realistic, practical, and flexible" to meet the special needs of the public school Catholic child. The parish co-workers of the priest are virtuous, well instructed, and zealous lay people:

Experience shows that there can be brought together in a parish, a group of lay men and women who are virtuous, who can be well instructed, and who are really apostolic in mind and heart. These three qualities are the signs of the vocation of the laity to the Confraternity. If virtuous and not well instructed, they will have no roots; if well instructed, but not virtuous, they will not bear fruit; if only zealous, but neither virtuous, nor well instructed, they will wither away.

The great problem today is for the making of this kind of Catholic, who can really carry out the evangelization of the world. St. Pius X pointed the way:

Experience proves that the proposal of St. Pius X is realistic and practical, that a group of parish laity, when given a constant view

of a holier life, with competent religious instruction, can become really apostolic in bringing souls to Christ. It is a workable solution to the difficult problem of bringing Christian doctrine to the majority of the Catholic youth of our time who need instruction.

Msgr. Corbett concludes his paper with some corollaries. Four of these corollaries we quote:

1. It is virtually impossible to provide adequate religious instruction for Catholic children in public schools without a well organized Confraternity of Christian Doctrine School of Religion.

2. The parochial school should normally be used for the School of Religion classes.

3. Every intelligent effort should be made to treat Catholic school and public school children alike:

a) They should sit together at the Children's Mass.

b) They should receive Holy Communion



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together. If more than one First Holy Communion class is necessary, the division should not be on the basis of school attended.

c) The Confraternity children should be given every opportunity for frequent confession, even if this means hearing of confessions on Saturday morning.

d) The Confraternity children should have the same opportunity to sing in the children's choir, serve as altar boys, and take part in parish processions. They should be encouraged to join the parish scouting program and should be invited to participate in the parish youth program.

e) At the time of the parish mission, the Confraternity children should not be neglected.

4. The classes must be graded, i.e., each child in the Confraternity class should be placed in a class that corresponds with his grade in the public school. The concept that the elementary group can be divided into three or four groups and that the high school students can be taught in one class destined the whole program for complete failure.

Father Thomas Verner Moore's Message

A real voice from the past from a Carthusian monastery was the reminiscence and suggestions of Rev. Thomas Verner

Moore, the former professor of psychology at the Catholic University and the author of *Dynamic Psychology*. Father Stafford, the present head of the department of psychology and psychiatry at the Catholic University read the paper. He stresses greatly the problems of remedial reading and how often physical examination, with special reference to vision and hearing, will reveal the cause. Father Moore urges all mother superiors to see that teaching Sisters have a practical course in remedial reading, and diocesan superintendents of schools are urged to use diagnostic tests, and to have special teachers help pupils who have defects. The example of St. Vincent de Paul was held up in dealing with home problems — the visiting teacher — as they affect the students' school life. Two of the suggestions we shall quote deal with the school library — bibliotherapy and moral problems:

I come now to speak of my most cherished technique of treating the problems of adolescence: *bibliotherapy*. It seems to be used more often to lessen the strain in mental disorders of an emotional character. I conceived of it many years ago as a technique of leading the adolescent to formulate sound moral principles and conceive of a worthwhile goal in life.

Neither children nor adolescents and grown-ups take kindly to anyone whom they see is trying to change them. Because of this, "preaching" to them (and even the most kindly advice) does not help. It is promptly rejected.

There should be a school library in every grade school and, above all, in every high school. A Sister "with personality" should be in the library at certain hours. Any truant or child presenting a behavior problem should have a series of appointments to see the Sister "with personality." She gets him interested in reading a book — a book, if possible, which illustrates the child's own problem. When he comes for his next appointment, she asks him to tell her about what he has been reading. As he does so, she crystallizes for him the moral principles that he has discovered — avoiding any attempt to preach or advise.

One will find that there are stages in the development of moral principles:

1. A principle is absent — the zero stage.
2. The principle is present by implication. Incidents are described which imply the presence of the principle.
3. The general principle has been grasped but not acted upon.
4. The general principle commences to be acted upon and becomes ever stronger until it dominates conduct as if by reflex action.

Children in child guidance centers are all too often treated as animals with emotions, and the child psychiatrist does not realize that man is a *rational* animal. Normal human conduct demands principles that intellect alone can conceive and fidelity to these principles by free and responsible voluntary actions.

The Dream of the Parish of the Future

And from the Carthusian Monastery we have the dream of what the parish of the future may become in the spiritual formation of men:

And now may I be allowed to go on dreaming about the parish of the future. A wise Bishop when planning a parish on the outskirts of his city will get something like ten

or more acres of ground for future development; a church that can easily be added to; a grade school with ample playgrounds; a gymnasium; a social center with a kitchen; an auditorium; a cinema for educational films; a good-sized social hall for big entertainments; smaller rooms which any family in the parish may use for a dinner with their friends; and perhaps eventually a high school. Social functions had best not be organized by the pastor or his curates, but under the pastor's indirect supervision by a man and his wife — perhaps a convert non-Catholic minister and his wife or older daughter.

When such an ideal is carried out, and I find by long experience that good dreams do come true, it will mean a beautiful development of fraternal charity in the parish. A parish will become something far more than a place where one goes to Mass on Sunday. One will see our Lord's last commandment carried out in parish life: where all will love one another even as Christ loves us. No family in the parish will be allowed to suffer. The

education in the light of its commitments and resources was made for higher education — collegiate and university — by Dr. Urban H. Fleege of De Paul University, in his paper on "Our Resources: Actual and Potential in Catholic Education." We do not review here the amazing population, economic, and statistical information with which his audience was overwhelmed. While his ideas were equally overwhelming — they impressed the audience. The financial problem was staggering and is presented in detail. The tuition increase problem will be of interest to all our readers. It is thus stated:

Tuition costs are rising steadily. One national report says the average annual tuition in private colleges and universities in the next ten years can be expected to rise by \$750 to



Msgr. John Elaesser, diocesan supt., Covington, Ky., discusses floor cleaning with Wm. A. Schmaltz of Hillyard Co.



Geo. A. Pflaum, Jr. & Sr., checked the UPI teletype with Rev. John Green, O.S.F.S.

whole parish will act as a secular institute that takes care of all parish problems.

St. Paul wrote "Our conversation (our manner of life) is in heaven: Whence also we look for the Savior, our Lord Jesus Christ, Who will reform the body of our lowliness, made like to the body of His glory" (Phil. 3:20-21).

Let us dream and do all we can to realize our dream of the parish of the future, in which the manner of life of the parishioners will be like unto that of the saints in heaven. I think here of daily Mass and Holy Communion for all with perhaps spontaneous adorers, ever before the Blessed Sacrament, in prayer and contemplation.

Oh, if we could only visit heaven and see how the angels and saints love one another and get a glimpse of that celestial and eternal life and transplant it to earth. Christ would then transform the body of our lowliness and make it like, in some measure, to the body of His glory. We would bring with us the charity of heaven and love all even as Christ loves us.

We shall not visit heaven till we die; but Christ will visit us and help us to bring down to our earth and our parish the manner of life of the saints in light.

A Frank Statement on Higher Education

The most frank courageous, and comprehensive treatment of any phase of Catholic

\$1,350. President Pusey of Harvard predicts that in ten years costs in higher education will be three times what they are now: he cites by way of illustration Harvard's 1958 operating costs of \$58 million as compared with Harvard's 1940 costs of \$14 million. Tuition charges will reflect these increases. The U. S. Office of Education reports that tuition costs this year in private colleges are 7.2 per cent higher than last year, while public colleges and universities raised tuition for those who have to pay it by 9.2 per cent. The Council for Financial Aid to Education states that tuition charges in our colleges and universities have not kept up with the capacity to pay; they cite the 255 per cent rise in national income in the period 1940-52 as compared with the average rise of only 75 per cent in tuition in the same period.

Teachers in Higher Institutions

The critical problem of all Catholic education as of all other education is the teachers. The conception in religious communities and in the army is outmoded, that appointment by a superior immediately confers on the teacher all the knowledge and skill necessary to carry out the appointment, nor may the Holy Ghost be relied on in such matters. Dr. Fleege points

up the problem of competent teachers thus though one acquainted with the situation must smile in the light of actual practice:

The price tag in education must come closer to its actual cost if we are to compete successfully for qualified teachers and offer a superior educational program. Already private colleges with enrollment of less than 500 are employing 30 per cent more new teachers who do not even have a master's degree than new teachers with a doctoral degree. I foresee a great danger threatening Catholic higher education in the decade ahead, as competition for good teachers gets even more severe. Many of our institutions may be forced to lower their standards drastically to arouse the interest of candidates in limited salary offerings. If this occurs, and I find it difficult to see how it can be avoided completely, we face the prospect of many of our smaller colleges becoming known as second rate institutions offering a second-class education to an increasing number of Catholic young men and women.

I was struck by the frequency with which institutional co-operation was mentioned. The desire apparently is present, although Catholic inter-institutional co-operation to date awaits a catalytic agent. This concept has been spreading more rapidly among non-Catholic institutions. Witness the Richmond Area University Center which represents a co-operative arrangement among 16 separate institutions; the Associated Colleges of Claremont, Calif., wherein five small independent colleges share a library, science building, medical facilities, an auditorium, and even joint business offices. In New England, Amherst, Smith, Mt. Holyoke, and the University of Massachusetts make some joint faculty appointments and share a number of other resources. Some 29 teachers on these four colleges give courses in one or several other institutions; they co-operatively sponsor a variety of courses and seminars. There are at least 17 such co-operative ventures in operation. In the Ivy League there is a tacit agreement that when one institution undertakes a distinctive academic program, research project, or conducts a workshop or institute, the others leave the field to that institution.

In a recent issue, *America* editorializes, "Yet how many metropolitan areas are there, where three, four, and five Catholic colleges—blissful in their independence—are competing vigorously for community support, faculty, and students? A tour of one of these areas can disclose a mystifying duplication of expensive library and laboratory facilities, of student unions and gymnasiums and auditoriums—in some instances on adjoining campuses . . . it is time to eliminate the last vestiges of the parochialism that is impeding co-operation among Catholic schools."

Another Constructive Proposal: New Type of Catholic College

An interesting proposal made by Dr. Fleege in the spirit of Bishop Shehan's conception of secondary education and Father Moore's dream of a new type of parish is a new type of Catholic college:

All of these means, however, do not convince me that we can adequately match the quality of scholarly programs made possible by funds in some public institutions nor those financed by huge endowments in some non-Catholic colleges and universities if we attempt to match them on all fronts, as too many of our Catholic institutions seem now to be attempting.

I would like to see a variation of our traditional Catholic college tried out on an experimental basis. If we find it necessary to expand or even found a new college, let us use our resources in erecting a Catholic college in the vicinity, if not on the campus of a heavily endowed non-sectarian University or adjoining a State University. Let the heavily financed institution carry the main burden of educating our youth—particularly in those areas where our Catholic philosophy and theology are least likely to have significant bearing.

The success of such colleges in England is noted.

Similar colleges seem to have proved effective at Oxford and Cambridge. Besides, such variety among Catholic colleges might in the end prove stimulating and challenging to our traditional Catholic institutions.

But a much more significant point is the intellectual inadequacy of many Catholic Colleges to meet certain intellectual needs of the students. Dr. Fleege says:

There is another reason why experimentation along the line suggested above should be undertaken. At present it is estimated that only about 40 per cent of Catholic youth attending college are in a Catholic institution. I cannot say that I blame certain gifted students for choosing if given colleges or universities with an outstanding program in their field of interest. The fact is the vast majority of Catholic higher educational institutions cannot excel in every field; too many attempting too many fields end up with mediocre programs, attracting mediocre teachers and students. The bright student wants the best in the way of scholarship and intellectual challenge in his field of interest. He wants to be infected intellectually with the best. Besides, he knows he may find stimulation in other gifted students similarly attracted.

Is it not expecting too much of such a gifted Catholic youth to sacrifice all opportunity of securing a deeper understanding of Catholic philosophy and theology at a time when he is intellectually stimulated on a maturer level than he has to have experienced heretofore. To reply that he can obtain deeper insights in his faith through the Sunday sermons is to dodge the issue. The priests in the parish must tailor their sermons to the mind of the average parishioner.

THE 150 Separate Meetings

There were 150 separate and distinct meetings, conferences, and official sessions in the program with several hundred participants. Some brought carefully prepared speeches, and some of the panel type discussions were off-the-cuff variety. The whole range of Catholic education was discussed except the occupational aspects, except that the Catholic Business Education Association was meeting at the same time. Seminary, elementary, secondary, kindergarten, collegiate, and university education were all discussed. It was interesting to note that the pedagogical problems in the seminary were like these in other phases of education:

It seems, however, that often another real need is thus neglected, and the need is this: a studied, conscious, and scientific attempt to help the best students. It is a temptation, especially with the crowded schedules we all seem to have, to aim our special efforts only towards the "problem students." The best students do not present us with difficulties; they will pass very satisfactorily under their own efforts. But we should not be content with this—*Rev. David M. Murphy, Rochester.*

There were interesting papers on teaching reading, arithmetic, science, social science, and art. Special and extensive attention was given to the handicapped and mentally retarded. Increasing interest is being shown in foreign languages in elementary schools, which the CATHOLIC SCHOOL JOURNAL has been advocating for a long time—a kind of voice in the wilderness. There was one extended reference to the life adjustment and progressive education days—strangely enough in a paper on the arithmetic program.

The trite expression that "Sputnik did it"



Sisters M. David and M. Barbara Thomas, S.U.S.C., of Baltimore, and Sister M. Adelaide, R.S.M., of South Plainfield, N. J., visit the Palmer booth.

Recruiting and holding good teachers in the coming decade in the face of increasing shortages of qualified college teachers and in the face of salaries which are predicted to double by 1970 will be one of our most critical problems. How deep can we afford to dip into the ranks of the mediocre and still hold the respect of our fellow educators and the support of our Catholic clientele? It is vital that we hold the line on good teachers.

There is naturally, too, a plea for quality of education.

Do We Really Want to Improve Catholic Higher Education?

Dr. Fleege has sharply raised many issues of higher education which are often discussed in conventions, but entirely forgotten on returning home. There was one factor emphasized in a questionnaire to the college presidents that is a challenge to the sincerity of our desire to really improve Catholic education. The college presidents in their answers strongly recommend inter-institutional co-operation. The real problem in the background of the needless multiplicity of colleges in an area is implied. Says Dr. Fleege:



The 1958-59 officers of the Catholic Education Exhibitors Association gathered at the ceremonial opening of the NCEA exhibits with Most Rev. Lawrence J. Shehan, D.D. (center), Bishop of Bridgeport, Conn., and the President General of the NCEA. Left to right are L. I. McDougle, Leo Flatley, J. J. Moran, Bishop Shehan, Rev. Wm. Fletcher, M.M., Z. A. Marsh, and James T. Callen. There were almost 500 exhibits at the show.

might have some value. We, here in America, have been subjected in part, exposed in part, for well-nigh three decades to a philosophy of education which made its god the attitude of happiness. In effect, it stated that we prepare children only if they are happy and ready to receive our training. Training that, in any way tried their powers of self-control or discipline, or training that initially might be irksome or forced, was relegated to the background. Training that was not pragmatic or immediately useful had no value. Life Adjustment and Social well-being were the clichés of the time. Under the Activity, Life Adjustment, and Teacher-Pupil Planning philosophy, children were not encouraged to sit still and use their minds. They must learn by doing. Results of this method are apparent today everywhere. In the higher grades where power to concentrate and to think abstractly has been undeveloped, the students are reluctant to tackle problems or elect courses on an intellectual level. Students have been allowed to believe that they should try nothing unless they are convinced that they are interested, with the result that adventures into the realm of the intellect do not fascinate. Such conditions can be regarded as the direct result of the non-intellectual approach fostered by so-called progressive education.

—Sister Mary Theresa, S.C., N. Y.

Vocations

A topic of almost universal interest was "Vocations." It entered into the content of all the major papers of the convention, and directly it was discussed by seminary professor, Brother, Sister, and priest teacher. Pope Pius' statements were frequently quoted and special emphasis was placed on active recruiting — a radical departure from the passive attitude that the student waited until in some mysterious way God called. The junior high school and high school period, as indeed Bishop Shehan emphasized, was of special importance in the stimulation and recruitment of vocations. The discussion emphasized the well-established methods but one of the Sisters emphasized the point that the personality of teachers was often a hindrance to vocations. She listed some such personalities

among Sisters, which however are not confined to Sisters. Sister Mary George's list includes:

1. The unhappy Sister: grouchy, criticizing, complaining, moody, tense, etc.
2. The disgruntled Sister: not only not encouraging, but actually discouraging girls because they don't want them to suffer as they are suffering.
3. The silly Sister: more interested in a girl's affection or attention to herself than in the genuineness of the girl's vocation; confiding too much in a girl, telling her too much about religious life.
4. The jealous Sister: belittling or thwarting the success of those who are interested in fostering vocations.
5. The imprudent Sister: nagging or teasing a girl about a vocation, especially before others; handing out vocation literature indiscriminately; holding up a relative in religion as a model to be followed; expecting every girl who goes to daily Mass to have a vocation.
6. The busy Sister: more concerned about the concrete details of a school day than she is in the formation of each child under her; failing in ordinary courtesy to each child; giving only half of her attention when talking; clearly indicating she has too much to do to be bothered.

The Exhibits, Exhibitors, and Salesmen

The convention is made possible by the exhibitors who buy space for the display of their books and other equipment for the schools. Here was an extraordinary range of school textbooks and other books, scientific equipment, supplies and general equipment, such as chalk, desks, chairs, blackboards, and the like. There were various booths for military recruiting, of various religious communities, of special journals, and general ones like the CATHOLIC SCHOOL JOURNAL. There were even booths of Coca-Cola (free drinks). There were two school buses exhibited in their bright colors. It is a familiar sight to see the nuns going about with their paper bags, a la super market, to put in all the free gifts which fit in and yardsticks which do not. The whole thing takes on the

aspect of the fairs we used to read about in our geographies. These exhibits have a distinctly educational value, and a social value for members of religious communities to meet, to embrace each, and to shout with joy or surprise. The representatives of the exhibiting companies are certainly a friendly, even gracious lot, doing many kindness for the nuns.

THE RESOLUTIONS

The resolutions passed at the final business meeting of the Convention centered upon the general Convention theme: Christian Education — Our Commitments and Resources.

The first resolution was that: "the members of this Association bring their energies to bear on a study of present and future commitments of agencies commissioned to provide Catholic education in the United States and of resources available for the meeting of such commitments."

Other resolutions sought to apply the first one to specific phases of our problems: perfecting of teacher training, enrichment of the curriculum, use of the resources of modern research, various sources of financial aid, the active promotion of vocations, co-operation with other leaders and organizations, recognition of and attention to students of outstanding ability.

Resolutions dealing with present discussions regarding the general public support of education called for: care to protect the welfare of private education and to protect the sources of its support; renewal of support to the traditional pattern of local support and local control of public education; that any federal aid which may be forthcoming be distributed equitably within the limitations of the federal Constitution so that it may serve the needs of all; "that this Association reaffirm its dedication to continued advancement of the rights of all groups in American society."

Catholic Kindergarten Convention

By Ella Callista Clark, Ph.D.

The National Catholic Kindergarten Association held its annual Convention at Atlantic City, N. J., March 31-April 2, 1959.

The seventh biennial convention opened with a prayer by its honorary president, Very Rev. Msgr. William E. McManus, Chicago. As national president Sister M. Agnes Therese, I.H.M., of Detroit presided at the formal opening. Incidentally, this convention saw the "unveiling" of Sister's new publication, "All for Jesus, the What, the Why, and the How of Leading Children to Christ."

Rev. Aloysius J. Heeg, S.J., delivered the keynote address, "The Teaching of Religion—Integrating Religion with the Curriculum" which provided the theme for this year's NCKA Convention. During the afternoon session, Sister M. Hildegard, B.V.M., first vice-president, introduced three speakers each of whom dealt with a separate aspect of the kindergarten curriculum in relation to its integration with religion.

Teaching Ethical Values in Public Schools

Miss Mary C. Sullivan, principal of the Brady School, a public elementary school in Detroit, described that school's program of educating children in moral and ethical values. In 1940, as Miss Sullivan noted, the President of the United States issued

NCEA Officers Elected

The new President General of the N.C.E.A. is Most Rev. William E. Cousins, D.D., Archbishop of Milwaukee.

The Vice-Presidents General for 1959-60 are: Rt. Rev. Msgr. Frank M. Schneider, Milwaukee, Wis.; Rev. Edmond A. Fournier, Detroit, Mich.; Very Rev. John A. Flynn, C.M., Brooklyn, N. Y.; Rev. Msgr. Carl J. Ryan, Cincinnati, Ohio; Rt. Rev. Msgr. Joseph G. Cox, Philadelphia, Pa.; Rt. Rev. Msgr. Paul E. Campbell, Pittsburgh, Pa.; and Rt. Rev. Msgr. Sylvester J. Holbel, Buffalo, N. Y.

a general call to the entire country to offer prayers for peace. In response to this call and realizing the great need of supplying religious education through nonsectarian education in the public schools, the staff of the Brady school launched forth on an effort to accomplish such a goal. The syllabus which resulted, carefully avoids sectarianism but definitely provides for specific lessons and practice in character and citizenship training. The way in which the Brady School has developed an acceptable program for development of ethical values is well worth reading in detail in the forthcoming issue of *National Catholic Kindergarten Review* of audio-visual aids which children themselves can make to advantage.

Audio-Visual Aids in Religion

Dr. Ella Callista Clark of Marquette University demonstrated the use of a number of audio-visual aids especially appropriate to the learning needs of kindergarten children. She pointed out that, with a few exceptions, films and filmstrips are not always particularly adaptable to use in the kindergarten unless a background of understanding has been previously developed. Instead, the younger child usually profits from firsthand experience, models, stereographs, realistic pictures, and the do-it-yourself types.

For example, one teacher who wanted to help her pupils to attain an understanding of the Stations of the Cross began by displaying the Pfau Station cutouts in her room. The children initiated discussion concerning them, and raised questions which naturally suggested a trip to the church. There the teacher and her young followers paused before each of the Stations and the teacher gave a brief explanation and a short childlike meditation at each station. Several days later when the children had expressed a desire to repeat their visit to the Stations in the church, individual children volunteered a brief meditation before each station. It was obvious that even these young children were developing an understanding of the Way of the Cross and were learning to pray from their hearts as they actually contemplated the meaning of the Redemption. Later, each of the children participated in planning and drawing this series of 10 by 18 inch Stations which to them are far more important than the finest of Raphael's paintings. (These were on exhibit and were examined by the audience at this time.)

Other sets of child-made pictures were also on exhibit, illustrated how this teacher then led children into a consideration of ways in which they could return Christ's love for us by doing certain acts of kindness and obedience on the playground, at home, and elsewhere.

Another kindergarten teacher finds real objects a source of fascination as well as a means of achieving many valuable learnings. As an illustration of one of God's

many wonderful gifts to us, this teacher, last September, brought to her classroom and placed in a cage a Monarch caterpillar which she found on milkweed along the roadside. The children were fascinated as they watched this creature's life cycle evolve. The great beauty of the jade and gold chrysalis impressed them deeply as did the eventual emergence of the butterfly which accommodately laid some eggs thus presenting the final chapter in the life cycle of the Monarch butterfly.

A variety of audio-visual aids which this teacher used during the progress of this intriguing unit were then shown. Among these were a mounted specimen of the Monarch butterfly and the Judy See Quess consisting of six movable parts showing the life cycle of the Monarch. The latter are especially valuable in reading readiness as are these many picture books which not only supply important information but also provide powerful motivation for learning to read and for a deep appreciation of books. After the children had experienced these many contacts with the life story of one of God's loveliest creatures, they saw and discussed the ten-minute movie, "The Monarch Butterfly."

Dr. Clark also demonstrated how slides, filmstrips, opaque projector strips, and other appropriate audio-visual aids are used by successful kindergarten teachers. However, she stressed the tremendous importance of choosing audio-visual aids carefully in relation to the needs and maturity of the children and most important of all using these effectively in the learning situation.

Science in the Kindergarten

Miss Joan Piela, kindergarten supervisor, Detroit Public Schools, demonstrated many readily available science materials which the kindergarten teacher finds extremely valuable. Miss Piela emphasized that teachers with even a limited background need not be frightened by the need of including science in the kindergarten curriculum. As proof of this point, she demonstrated many interesting yet simple ways in which children can be stimulated to observe intelligently such natural phenomena as the movement of fish in the aquarium, the wind scattering such winged seeds as the milkweed, the behavior of a pet in an easily made cage (two cake tins as end supports for a piece of window screen secured with a few paper fasteners) birds as permanent residents or as they arrive in the spring, and many other readily available and intriguing environmental possibilities.

On Thursday morning the kindergarten teachers gathered to examine, evaluate, and discuss the extensive exhibit provided by the National Catholic Kindergarten Association and the science and audio-visual exhibits provided by Miss Piela and Dr. Clark.

A Report on CAVE

By Ella Callista Clark, Ph.D.

Editorial Consultant on Audio-Visual Aids

At the opening session of the Catholic Audio-Visual Educators convention on Tuesday, March 31, Very Rev. Msgr. Leo J. McCormick, President of CAVE, welcomed the audience and invited increased membership in this rapidly growing group so deeply concerned with improvement of learning through appropriate use of audio-visual aids. He referred to the well known CAVE evaluations of religious audio-visual aids, and pointed out how carefully and thoroughly these evaluation committees are examining and reporting on new materials.

He also reminded the audience that the Holy Father, following up the 1957 encyclical of Pope Pius XII, has appointed a permanent committee on Radio, Television, Motion Pictures, and other mass media. This event serves to emphasize the extreme importance which Pope John places on audio-visual aids as powerful instruments for communicating ideas.

In his opening talk Msgr. McCormick also emphatically stressed the great need of teacher education in knowing and in utilizing effectively various audio-visual aids.

The 1959 CAVE program provided some excellent demonstrations of the use of various audio-visual aids in teaching of history, reading, religion, science, geography, language arts, and arithmetic. In most of those subjects the lesson was actually taught to a group of students whose reactions to audio-visual learning experiences were clearly observable.

Making History Live

The topic for the opening session was "Teaching of History with Audio-Visual Aids" (Secondary level). Sister M. Rosita, R.S.M., Sister M. Rosella, R.S.M., Sister M. Mechtild, R.S.M., and Sister M. Eugene, R.S.M. of Bronx, New York, pointed out how cartoons, filmstrips, films, opaque projection, posters, and other appropriate audio-visual aids can provide powerful vicarious historical experiences and invest the past with a most impressive reality.

They indicated that effective citizens must be able to attack current problems in the light of the historical backgrounds of these problems. In order to equip our

youth of today properly in this regard, it follows that they must have a clear understanding of the great events and characters of the past. They must read widely and critically and be able to evaluate what they read and organize their thoughts effectively. Some excellent television programs as well as some very impressive motion pictures and other audio-visual aids are available to help the history student acquire these understandings and abilities.

Critical Thinking in Reading

Following the discussion of the teaching of history, five sixth-grade children of superior ability demonstrated their skill in critical evaluation of various aspects of an interesting story presented on filmstrip projected under time control. Previous to the reading, Mr. Holmes of St. John's University Reading Clinic, who conducted the demonstration, carefully prepared the pupils by having them discuss the major vocabulary and concept difficulties. He then told them for what to look while they were reading. After the reading, the group creditably reevaluated the points listed.

This demonstration was of considerable interest not only because of the basic importance of reading but also because of the increased current emphasis upon providing instruction which will stimulate the gifted students to achieve in optimum fashion.

Audience discussion after the lesson indicated some difference of opinion as to the value of mechanical speed control of reading in a situation the purpose of which is development of critical evaluation.

Bishop Curtiss Speaks

Wednesday's CAVE meeting opened with a talk, "Seeing, Hearing, and Believing" by Most Rev. Walter Curtiss, D.D., Auxiliary Bishop of Newark, N. J. From his experience as professor of moral theology coupled with his Confraternity work, Bishop Curtiss made a strong plea to teachers of religion to follow the pattern of Christ and

make use of multi-sensory appeals in their teaching. Dipping into history, he noted the power of the visual appeal in Our Lord's miracles and in religious symbols on early tombs, in morality plays, and in stained glass.

He strongly urged all motherhouses to include in their teacher education programs background and know-how in the use of audio-visual aids in teaching. Besides, he emphasized the additional current need of occasional audio-visual workshops or institutes to keep teachers-in-service up to date on the best recent audio-visual aids available and the most effective ways of utilizing them to insure optimum learning.

Bishop Curtiss stated that adequate teacher training in the area of audio-visual aids is certainly not yet a reality. Instead, he maintained, we are making the mistake of overemphasizing the verbal approach, and thus we sacrifice some excellent learning opportunities.

Furthermore, he urged CAVE to expand its opportunities for teacher education in effective use of audio-visual aids and also make it a point to produce some of these materials now so desperately needed.

As a virtually untapped field, so far as available audio-visual aids are concerned, Bishop Curtiss noted how adult education, particularly convert classes, marriage courses, and Confraternity groups could make excellent use of much needed audio-visual aids.

Newark Has A-V Center

As a practical demonstration of strong belief in action along these lines, the Archdiocese of Newark is establishing an Archdiocesan Audio-Visual Library. Father John A. McAdam who is in charge of it, briefly outlined its main functions as follows:

1. Supply films, filmstrips, and other religious and educational audio-visual aids to parishes, schools, and other groups.
2. Provide reliable information concerning what equipment should be purchased to



Sister St. Catherine, C.S.J., and Sister Ignatius, C.S.J., secretary of CAVE, discuss the program with Dr. Ella Callista Clark.



Sister Kathryn Maureen, I.H.M., and her fifth graders from West Chester, Pa., demonstrated the use of filmstrips and charts in teaching arithmetic.

meet needs of individual situations and make available best possible prices.

3. Plan for and provide the necessary teacher education for effective use of audio-visual aids. In the near future, they are running a series of four Saturday morning workshops in Newark in an attempt to achieve this goal.

This extremely promising plan, which is already in operation, aroused tremendous audience interest, and resulted in considerable fruitful discussion. Apparently, many present concluded that very little progress in improved use of audio-visual aids will be made until the diocese or archdiocese takes hold of this vital problem in a positive way as Newark is doing.

Our Lady of Fatima

The tremendously impressive ten-minute excerpt of the Warner Brothers Commercial motion picture, "The Miracle of Our Lady of Fatima" and a carefully worked out plan for its use delighted the CAVE audience. This excellent brief composite of the message and apparitions made by our Blessed Lady at Fatima has been made available largely through the efforts of CAVE. A rather complete and very favorable review of this film appeared in the audio-visual section of a recent issue of CATHOLIC SCHOOL JOURNAL.

Apparently, there is a possibility of similarly telescoping other outstanding religious films such as "The Ten Commandments" and "The Song of Bernadette."

The Audio-Visual Approach to Teaching Religion

Mother Mary Borgia, S.H.C.J. of Sharon Hill, Pa., discussed the use of filmstrips and records as aids in clarifying difficult concepts such as the Mass. She showed how certain filmstrips can be effectively woven into an organized lesson plan so as to add materially to the learning which results. She especially stressed the need of supplying adequate initial background and of briefing children on what they are to see before they view the pictures. Then finally she noted the importance of guiding class discussion to clinch the conclusions.

Clarifying Meanings in Science

Sister M. Nicholas, R.S.M., of Trenton demonstrated the use of homemade telescopes, flannel board, and filmstrips with a group of children who had not previously had science instruction. Last summer, Sister had profited greatly from a study of physics made possible through a grant she received. Her enthusiasm concerning the importance of teaching science in all the elementary grades proved contagious to the audience. She reminded us that St. Francis should never allow us to forget how Christlike it is to know science.

Sister lamented the fact that secondary school students lack basic science knowledge, and she strongly urged that elementary teachers rapidly take steps to remedy this situation by providing adequate science education. This, she noted, is of special importance since our knowledge of space is expanding so rapidly, even to the point where we now question the shape of the earth.

Sister especially recommended the filmstrip "The Race for Space" recently reviewed in the audio-visual section of the CATHOLIC SCHOOL JOURNAL.

In the demonstration, the children supplied abundant evidence of deep interest in and important learning resulting from their exposure to the filmstrip "What I Saw in the Sky." It was evident, too, that they had been strongly motivated to learn more on their own by using homemade telescopes as soon as the Atlantic City fog cleared.

A Trip to China

Using a globe, a wall map of Asia, flat pictures, and filmstrips, Sister M. Francis Josephina, O.S.F., of Philadelphia presented to a group of sixth-grade children a fascinating lesson on China. In the novel culmination of the lesson, the children matched their answers to quiz questions with those on a tape recording with an overwhelming victory for the class.

Language Arts

Sister M. Anne Joseph, C.R.S.M., of Sea Isle City, N. J., demonstrated with a group of primary children many interest compelling techniques of using flannel

board and tape to strengthen children's ability to attack and use new words.

Arithmetic

Using filmstrips and charts Sister Kathryn Maureen, I.H.M., of West Chester, Pa., successfully tackled several teaching difficulties in percentage as she worked with a group of children who obviously were making excellent progress under her carefully planned guidance.

Learning How

The final session of CAVE supplied an excellent opportunity for all teachers to learn how to operate any of the many types of audio-visual equipment which the exhibitors had so generously assembled for this purpose. With this expert help, it was possible to acquire the necessary know-how for even the most recent developments in the field of audio-visual aids.

Embezzled Heaven

As a special bonus feature, those attending the NCEA had the delightful opportunity of seeing Louis de Rochemont's beautifully produced color motion picture, "Embezzled Heaven," which had its premiere showing for Bishop Cushing in Boston only a few days earlier.

This heartwarming movie, starring Annie Rosar, traces the poignant story of a cook, Teta Linek, who for years sacrificed her meagre earnings and life savings to put her nephew through the seminary. This was not an act of love toward the boy whom she hardly knew. Rather, Teta felt that if she could be instrumental in his becoming a priest, he would surely assist her in getting to heaven. Finally in dramatic fashion she learns what others had long suspected that her nephew had swindled her out of her life savings and as a profligate had squandered the money. In her deep distress she accuses herself of sinful selfishness and pride. In an attempt to make an act of reparation, she joins a pilgrimage to Rome. Events of this trip make a warmly inspiring story. One of the most impressive scenes shows actual pictures of Pope Pius XII appearing in St. Peter's and blessing the huge throng of which Teta is a part. The ending is delightfully contrived and high interest is sustained through the entire 90 minutes.

The National Legion of Decency has placed "Embezzled Heaven" in its A1 classification. At the same time the Legion stated that "This film, inspirational in theme, artistically produced, outstanding in entertainment value, and judged praiseworthy by Catholic critics, is recommended to the patronage of Catholic people of all ages. 'Embezzled Heaven' is the second film so recommended by the Legion. This action of commendation is in keeping with a directive of the Episcopal Committee for Motion Pictures, Radio and Television, to encourage the promotion of outstanding films."

Evaluations OF AUDIO-VISUAL AIDS

EASTMAN KODAK CO.

400 Plymouth Ave. N.

Rochester, N. Y.

Pictures Teach at Penfield

PICTURES TEACH AT PENFIELD is a 17 minute, 16mm. sound, color film, rental free. Its main purpose is to show how the audio-visual program at Penfield operates to improve pupils' learning.

The opening scene shows two children alighting from a school bus and being greeted by their mother who supplies them with a little snack and discusses their school day. At dinner the boy, David, tells about a film on desert lands from which his class learned considerable important and interesting information. The father reflects on the contrasting dullness of the geography lessons of his school days.

A quick flash to the classroom shows how the teacher prepared the class to see the film, "Life in the Desert." She supplied the necessary introduction and told the class what to observe. The children managed the lights and the window shades, and David operated the projector.

The scene then shifts to the office of the audio-visual director who gives a clear explanation of the services and operational procedures of his department. We also see David instructing another boy for his first projection assignment. The precision and care exercised by the student operators and the well organized plans for effective use of audio-visual aids in the Penfield school are clearly delineated.

A year later David, now in junior high school, has become interested in photography. He has taken pictures for the yearbook and also makes photographic slides of a science experiment being conducted by his teacher. These and other pupil-made slides become part of the school's audio-visual collection where they can be used as needed for class instruction. David with his hobby of photography also captures valuable vacation pictures.

In the final scene we see David's parents assuring him that they are looking forward to attending the PTA meeting where they will see a showing of the pictures he has taken.

Throughout the film it is made evident that only through close co-operation of students, parents, and faculty can a school provide the best possible learning environment for children.

Several groups that viewed this film concurred in recommending its use for teachers and parents, and for students who are

taking over projection duties. It is an interesting and informative presentation of the operation and values of an effective audio-visual program.

ROA'S FILMS

1696 N. Astor St.

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The Good News of Christ

24 full color filmstrips, each with study guide and 33 $\frac{1}{3}$ r.p.m. vinylite recording (12 minutes); in 4 parts of 6 filmstrips each, with 3 records in each part, packaged in attractive durable box for storing or shelving, \$60 for each part or 10 per cent off if entire series is ordered at one time.

This "kerygmatic approach to Sacred Scripture" presents a complete study course on the life of Christ.

PART ONE consists of six filmstrips each with accompanying record: *The Annunciation, The Nativity, The Presentation, The Wise Men, The Boyhood of Christ, The Baptism and Temptation.*

PART TWO includes: *The Calling of the Four, The Marriage at Cana, The Healing of a Leper, The Healing of a Paralytic, The Visit to Mary and Martha, The Man Born Blind.*

PART THREE depicts these events: *The Story of the Twelve, The Centurion's Servant, Rejection at Nazareth, Attempted Arrest, The Fate of John the Baptist, The Raising of Lazarus.*

PART FOUR shows: *The Triumphal Entry and Cleansing of the Temple, The Passover Supper and Betrayal, The Trial, The Crucifixion, Resurrection, The Upper Room.*

These filmstrips were prepared by Sister M. Benedicta, Sister M. Johnice, and Sister M. Elizabeth, of the Servants of the Immaculate Heart of Mary at Monroe, Mich., with ecclesiastical approval of Most Rev. John F. Deardon, Archbishop of Detroit.

The first of these sound filmstrips were presented for the first time at the 1959 N.C.E.A. Convention, and they drew enthusiastic approval.

Accompanying each one is a *Teacher's Study Guide and Manual* which gives the exact Biblical references; a helpful note concerning the "Historical Context"; and the "Geographical Setting" including one or more maps.

This series of practical teaching aids is particularly appropriate for grades four through eight, and may be used in the high school and for adult groups.

By Ella Callista Clark, Ph.D.

Editorial Consultant on Audio-Visual Aids

MOODY INSTITUTE OF SCIENCE

Los Angeles 25, Calif.

How We See and Hear

Two color filmstrips designed to alert viewers to the beauty in our natural environments. Points out that there are many beautiful things in nature if we but train our senses to recognize their existence and then take time to appreciate and enjoy them. Furthermore, these attractive pictures might well be the basis of fine creative art work on the part of students in elementary grades and high school although adults too should derive value from them. These sell for \$6 per filmstrip.

1959 CATHOLIC FILM DIRECTORY

This current compilation of religious films suitable for Catholic audiences is available from Catholic Film Center, 29 Salem Way, Yonkers 3, N. Y. for one dollar which will be credited against the first film rental by the purchaser of the directory. Larger than previous editions, its 100 pages contain listings classified according to such topics as Christmas, Life of Christ, Holy Land, Lives of Saints, Vatican and Popes, Around the World with the Church, Vocations, Church History, the Mass, Sacraments, Christopher films, Father Peyton films, and Maryknoll films. It also gives a listing according to school subject. For each film listed there is indicated running time, rental cost, and whether black and white or color. Under the separate heading, "Descriptive Listings" it describes the content of each film.

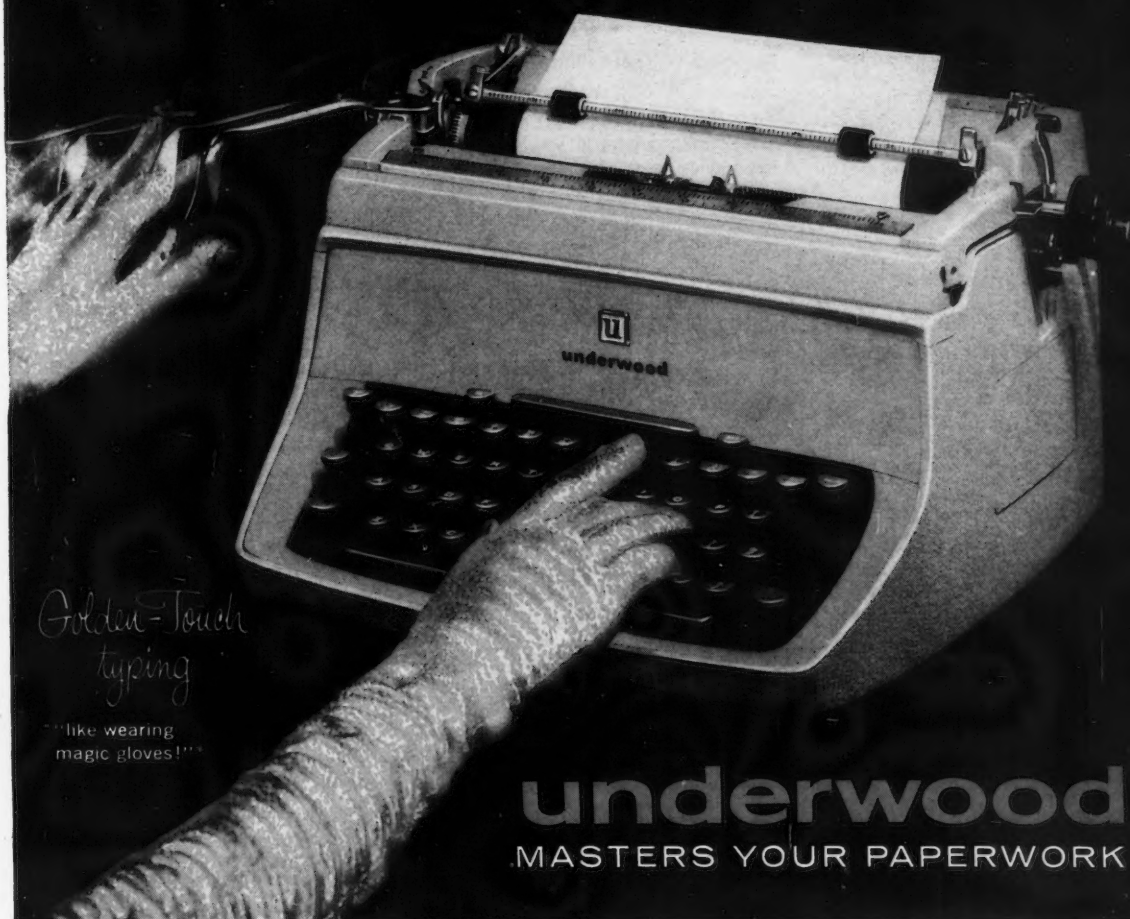
THE NEW EDUCATIONAL FILM GUIDE

Probably the best general guide to motion pictures for use in schools is THE EDUCATIONAL FILM GUIDE published by the H. W. Wilson Company, 950 University Avenue, New York 52, N. Y. The latest edition of this guide covers all worthwhile films released from 1954 to 1958. Between the "ABC for Music" and "Zoo Families" you will find more than 6,300 titles. Complete information is included concerning where the film can be obtained, rental or purchase cost, whether it is in color or black-and-white, silent or sound, how long it runs, and what special audiences it is intended for. The price of this volume is \$7. The earlier edition listing 11,000 films released before 1953 costs \$5.

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it's almost
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"VICTOR PROJECTORS JUST DON'T WEAR OUT"

Victor owners from all over the world tell how their 16mm sound projectors have turned in extra years of trouble-free service.

Here are just a few unsolicited comments . . .

Fifth oldest sound model still running

"The Victor projector is in good operating condition, sound and picture," says Mr. Dale W. DeArmond of Wichita, Kansas, in describing his Victor Model 12. The machine, built in 1933, is the fifth 16mm sound-on-film projector ever made. "The original finish has only a few worn places . . . This projector is a wonderful machine, impossible to ruin a film with all those safety devices."

Only a burned out bulb

"We believe that it is amazing that this [Victor] machine, after being in continuous use since its purchase years ago and having such hard usage, is still in service," reports Mr. J. F. Steiner of the Steiner Studio in Elmira, N. Y. "The writer does a lot of traveling in Canada every year to fish and always takes the projector along to show movies taken the previous years. If you have ever traveled on some of these Canadian roads in the backwoods, you know what we mean about hard usage of the projector. The machine has never been returned for repairs, and has required no replacement parts other than a burned out bulb."

Never lost a foot of film

A film technician for the Army Pictorial Service in Long Island City, N. Y., Mr. Charles French has this to say about his Victor Model 25, man-

ufactured in 1936. "I always boost the Victor for two reasons. The first is the automatic trip. In all the eleven years I have owned this machine I haven't lost a foot of film. The second is the gate runners. I have never had a scratched film due to my projector. I have operated many other makes and had to use emery paper on the runners, even when they were new."


Plunged 4½ feet to the floor

Reverend J. Samuel Pritchard of the First Evangelical United Brethren Church, Veedersburg, Ind. tells of his experience with a Victor Model 25, manufactured in 1936. "While showing a film for our Brotherhood about 4 years ago one of the setscrews of my projector stand wasn't tightened enough and the projector plunged about 4½ feet or more to the floor. I thought it was done for and suggested that the Brotherhood might like to buy a new one. They didn't. But the blacksmith took the poor old projector home, patched it up and it is still working."

Doing yeoman service

Mr. Frank A. Valenti of Brooklyn, N. Y. states that "I am the proud possessor of a Victor Model 24B which has done yeoman service in my work with mentally retarded children." This machine was built in 1935 and is "still in excellent condition."

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Summer Courses for Teachers

The following list of summer courses has been compiled for the information of CATHOLIC SCHOOL JOURNAL readers. The list does not pretend to be complete, but rather a grouping of information available to the JOURNAL staff. Because of possible schedule or course changes by the colleges, universities, or organizations, the CATHOLIC SCHOOL JOURNAL assumes no responsibility as to the accurateness of this list.

CALIFORNIA

Science Research Associates, San Francisco. SRA Reading Institute, August 12-21. Virgil Henry, Science Research Associates, 57 W. Grand Ave., Chicago 10.

Summer School of Catholic Action, San Francisco. To be held July 6-10. *The Queen's Work*, 3115 S. Grand Blvd., St. Louis 18, Mo.

FLORIDA

Science Research Associates, Daytona Beach. SRA Reading Institute, June 8-12. Virgil Henry, Science Research Associates, 57 W. Grand Ave., Chicago 10.

ILLINOIS

Loyola University, Chicago. Counseling and Guidance Training Institute, a six-week institute beginning June 29. Six semester hours of graduate credit. Loyola Lake Shore Campus, 6525 N. Sheridan Rd., Chicago.

Mundelein College, River Forest. Linguistics Institute, June 22-31. Includes French, German, Spanish, Russian, Latin, and English.

Science Research Associates, Chicago. SRA Reading Institute, June 22-26 and August 10-14. Virgil Henry, Science Research Associates, 57 W. Grand Ave., Chicago 10.

Summer School of Catholic Action, Chicago. To be held August 24-29. *The Queen's Work*, 3115 S. Grand Blvd., St. Louis 18, Mo.

Summer School of Catholic Action, Chicago. Adult school, first week in September. *The Queen's Work*, 3115 S. Grand Blvd., St. Louis 18, Mo.

INDIANA

University of Notre Dame, Notre Dame. Ten graduate courses leading to a master's degree in business administration (offered to religious), June 22-Aug. 4. Dean James Culliton, College of Commerce, University of Notre Dame.

IOWA

Loras College, Dubuque. Institute of Liturgical Music, August 3-7. Rev. Albert Carman, Loras College.

KENTUCKY

Ursuline College, Louisville. Mathematics Workshop (Schott Technique), June 26-July 31. Offered to elementary teachers and supervisory personnel. Sister M. Theodore, Ursuline College.

MASSACHUSETTS

Assumption Preparatory School, Worcester. 1959 Mathematics Summer Institute, June 26-Aug. 7. Offered to high school freshmen, sophomores, juniors, and seniors. Rev. Ildefonso van der Linden, A.A., director.

Boston College, Chestnut Hill. Institute on the Sociology of American Catholicism, June 22-27. Offered to parish clergy, religious, sociology students and professors.

(Continued on page 48)

Hillyard Super HIL-TONE

FLOOR DRESSING

SAFEGUARDS against FIRE HAZARDS

Safe on the Floor—Safe in the Mop—Safe in Storage

1 No possibility of spontaneous combustion—

SUPER HIL-TONE is chemically "non-oxidizable"—that is, it can't absorb oxygen when exposed to air, the common cause of heating and spontaneous combustion with widely used, dangerous oily floor dressings.

3 "Classified as to

Floor oils leave a 100% residue that penetrates to create a dangerous fire hazard. Super Hil-Tone is non-oily. — After sweeping only a 20% protective residue is left to condition and protect the surface — keeps finishes from drying out and becoming brittle. A Super Hil-Tone wear resistant film strengthens the finish and enhances it with a deep, lustrous sheen.

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Institution.....
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City..... State.....

Summer Courses

(Continued from page 46)

MINNESOTA

College of St. Teresa and St. Mary's College, Winona. Conversation and pronunciation classes in French and Spanish, July 3-31. Offered for teachers. Sister M. Helen, College of St. Teresa, Winona.

St. Mary's College, Winona. Summer Field Course in Biology, Aug. 10-22. Brother H. Charles, Chairman, Biology Department.

Summer School of Catholic Action, Mankato. To be held June 15-19. *The Queen's Work*, 3115 S. Grand Blvd., St. Louis 18, Mo.

MICHIGAN

Wayne State University, Detroit. Twelfth annual European travel study program, credit arrangements. Leave Detroit June 18, return Aug. 16. Dr. Wm. Reitz, 727 Student Center, Wayne State University, Detroit 2.

NEBRASKA

Science Research Associates, Omaha. SRA Reading Institute, Aug. 3-7. Virgil Henry, Science Research Associates, 57 W. Grand Ave., Chicago 10.

NEW JERSEY

Seton Hall University, Newark. More than 250 courses, science and mathematics session,

June 22-Aug. 14; regular summer session, June 29-Aug. 7.

NEW YORK

Columbia University, New York City. Wide selection of courses, July 6-August 14. The Summer Session Office, Columbia University, New York 27, N. Y.

Fordham University, New York City. Ninth Annual Institute on Religious and Sacerdotal Vocations, July 15-16. Workshop for Mistresses of Novices, Postulants, and Junior Professed, July 20-24. Workshop for Local Superiors, July 27-31. Rev. John Gilson, S.J., Fordham University, Bronx 58, N. Y.

Fordham University, New York City. Summer Institute for high school teachers of mathematics and physics, begins July 6.

Manhattanville College of the Sacred Heart, Purchase. Liturgical music session, begins June 29. Mother Josephine Morgan, director of the Pius X School of Liturgical Music, Manhattanville College, Purchase.

St. John's University, Jamaica. Research participation program for high school science teachers, eight-week program begins July 6. Dr. Lilly, Chairman, St. John's University, Long Island, New York City.

St. Louis University, New York City. Mathematics and Science Institutes for high school teachers, June 12-July 24.

Science Research Associates, Syracuse. SRA Reading Institute, Aug. 17-21. Virgil Henry, Science Research Associates, 57 W. Grand Ave., Chicago 10.

Summer School of Catholic Action, Buffalo. To be held Aug. 10-15.

Summer School of Catholic Action, New York City. To be held Aug. 17-22. *The Queen's Work*, 3115 S. Grand Blvd., St. Louis 18, Mo.

NORTH CAROLINA

Summer School of Catholic Action, Hendersonville. To be held June 8-12. *The Queen's Work*, 3115 S. Grand Blvd., St. Louis 18, Mo.

OHIO

Miami University, Oxford. Aviation Education Workshop, June 22-July 23. Capt. Bette Crook, Civil Air Patrol, Great Lakes Region Headquarters, Old Administration Bldg., Detroit Metropolitan Airport, Inkster, Mich.

Science Research Associates, Cincinnati. SRA Reading Institute, July 13-17.

Science Research Associates, Cleveland. SRA Reading Institute, June 22-26. Virgil Henry, Science Research Associates, 57 W. Grand Ave., Chicago 10.

University of Dayton, Dayton. Mathematics institute, June 22-July 31. To be held at the Catholic University of Puerto Rico.

PENNSYLVANIA

Betts Reading Clinic, Haverford. Laboratory-Demonstration Workshop, July 20-31. Registrar, The Betts Reading Clinic, Haverford.

Chatham College, Pittsburgh. Conference on advanced placement in biology, June 25-27. Dr. Phyllis C. Martin, Chairman of the Dept. of Biological Sciences and Conference Chairman, Chatham College, Woodland Rd., Pittsburgh 32, Pa.

Duquesne University, Pittsburgh. Business Education institute, June 14-19. Sister Edith Marie, S.C., 1900 Pioneer Ave., Pittsburgh, or Maurice Murphy, Registrar, Duquesne University.

Science Research Associates, Philadelphia. SRA Reading Institute, Aug. 10-14. Virgil Henry, Science Research Associates, 57 W. Grand Blvd., Chicago 10.

(Concluded on page 50)

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School-quip furniture is specifically suited to meet the seating requirements in the classrooms of today. Each chair and desk in this complete line is correctly styled and built to last. They fit into your budget and can be depended upon in your plans for future expansions.

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Summer Courses

(Concluded from page 48)

VERMONT

St. Michael's College, Winooski Park. CCD leadership course, June 29-Aug. 7. Dr. Jeremiah K. Durick, Director, St. Michael's College, Winooski Park.

Trinity College, Burlington. Liturgical Workshop, June 22-July 1. Registrar, Liturgical Workshop, Trinity College.

WASHINGTON

Gonzaga University, Spokane. Biology institute, June 15-July 24.

WASHINGTON, D.C.

Georgetown University. Physical science program, Aug. 1-21.

Georgetown Prep. Advanced science training program, June 15-Aug. 14. For students.

Catholic University of America. Institute of Catholic Social Action, June 29-Aug. 7. Primarily for priests.

Catholic University of America. 1959 Summer Session, June 29-Aug. 7. Undergraduate and graduate courses. Registrar, Catholic University of America, Washington 17, D. C.

Catholic University of America. Workshops in business, art, counseling, nursing, music, and Latin, June 11-24. Director of Workshops, Catholic University of America Washington 17, D. C.

WISCONSIN

Marquette University, Milwaukee. Counseling institute, June 22-Aug. 14. Dr. Raymond McCall, Director, Marquette University.

Marquette University, Milwaukee. Summer

school sessions, six-week courses June 22-July 31; eight-week courses June 22-Aug. 14. Director of Admissions, Marquette University 1131 W. Wisconsin Ave., Milwaukee 3.

SWITZERLAND

University of Fribourg, Fribourg. Georgetown-Fribourg summer school, July 6-Aug. 15. Coeducational courses in English, history, economics, political science, philosophy, French, and German.

Catholic Education News

AD MULTOS ANNOS

★ **ARCHBISHOP WILLIAM D. O'BRIEN**, auxiliary of Chicago and president of the Extension Society, observed the twenty-fifth anniversary of his elevation to the episcopate on April 25.

★ **REV. JOSEPH M. WALSH** of the faculty of St. John's Home Missions Seminary, Little Rock, Ark., celebrated the twenty-fifth anniversary of his ordination on March 10.

★ **TRAPPIST FATHER PAULINUS LEE**, credited with preserving the Cistercian order in China, observed the silver jubilee of his ordination recently in Hong Kong.

★ **SISTER HILDA OF THE SACRED HEART**, S.N.D., observed her sixtieth anniversary in religious life in March at the Notre Dame Academy, Roxbury, Mass.

★ **BROTHER THEOPHANE LAWRENCE**, medical supervisor at the Alexian Brothers hospital, Chicago, celebrated his twenty-fifth anniversary of service in March.

★ **SISTER M. BERISIMI, B.V.M.**, Mount Carmel Infirmary, Dubuque, marked the seventieth anniversary of her religious life on March 19. She was a teacher in Chicago area schools for 58 years.

★ **SISTER MARY OF ST. LAWRENCE**, stationed at the Monastery of Our Lady of Charity, Troy Hill, Pittsburgh, Pa., celebrated the golden jubilee of her religious service on March 3.

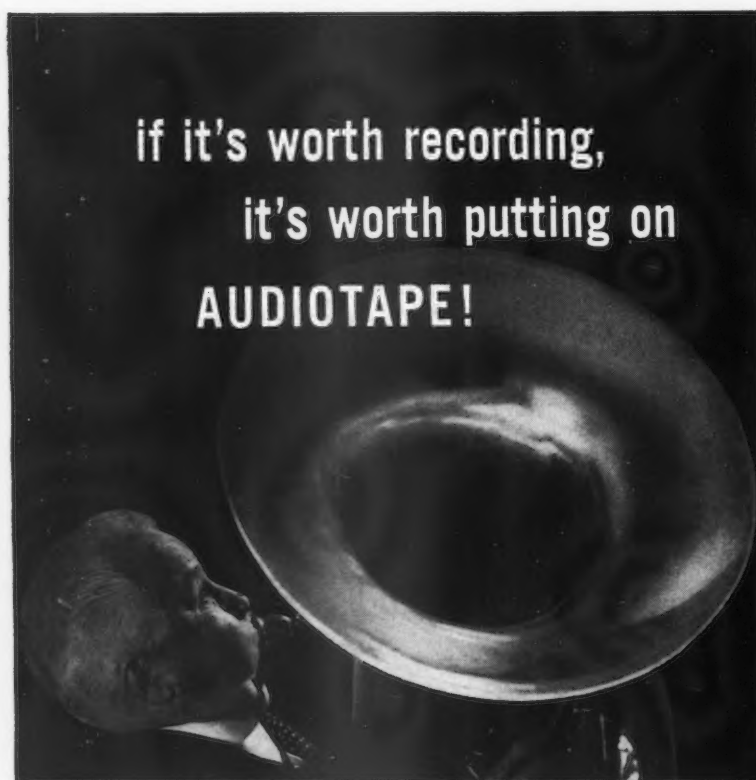
★ **MSGR. JOSEPH A. KIEFER**, pastor of St. Anthony parish, Bridgeport, Ohio, observed the twenty-fifth anniversary of his ordination on March 18. He is editor of the *Steubenville Register*, official newspaper of the Diocese of Steubenville, and a contributing editor to *Our Lady's Digest*. Msgr. Kiefer is also a member of the executive board of the Alumni Association of St. Francis Seminary, Milwaukee.

★ **VERY REV. WALTER WIESMEIER, O.S.B.**, superior of the Benedictine Mission Home, Schuyler, Neb., celebrated his silver jubilee on Easter Sunday. Father Wiesmeier will also celebrate his jubilee in his birthplace of Pietenfeld, Bavaria, on June 14.

★ **SISTER MARY MAURITA**, stationed at Notre Dame College, Cleveland, observed her seventieth year of religious service on March 30.

★ **SISTER MATHILDA SURREY**, one of the first four Resurrection Sisters to come to America, observed 60 years of religious profession on March 30. Sister Mathilda came to this country in 1900, she currently resides in the provincial home at Norwood Park, Ill.

(Continued on page 52)



A tape recording is no better than the tape used to make it. You can't get first-class sound from second-class tape. When you buy Audiotape, you know you're getting the truly professional quality recording tape... no matter which of the eight types you choose. Remember, there's only *one* Audiotape quality—the finest obtainable anywhere. And this single quality standard is consistent within each reel, uniform from reel to reel, type to type. It's your assurance of getting *all* the sounds—from the tuba's lows to the highest highs.

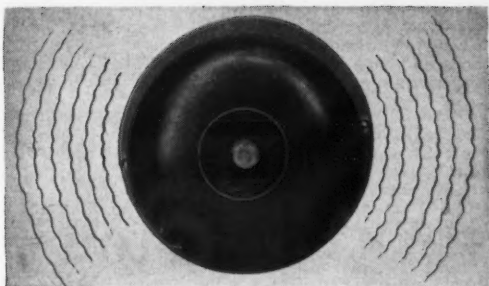
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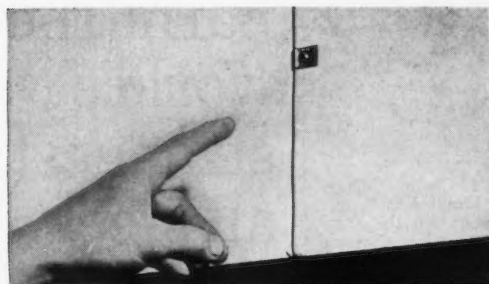
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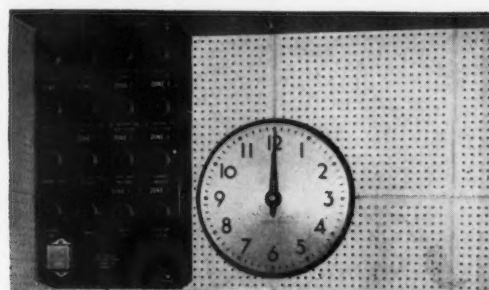
2. This automatic detecting and warning system sounds an alarm instantly at the first hot breath of fire!



3. Using rate-of-temperature-rise tubing as a sensing element, the system works without outside power!



4. Kidde's Atmo system can sound alarm at fire area, outside the building or at local fire department station!



5. Kidde's Atmo system also gives fire location at a panel near any manned telephone switchboard!

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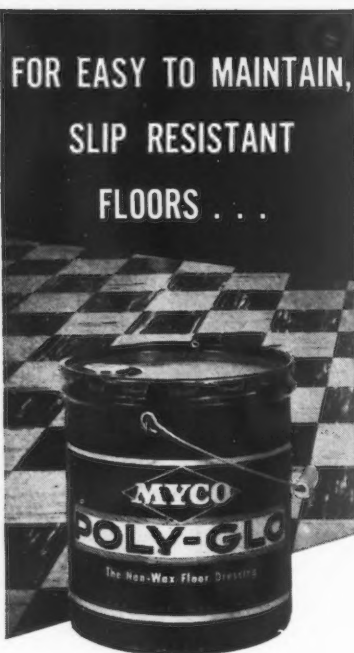
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CSJ-59

Catholic Education News

(Continued from page 50)

★ **MOST REV. EDMUND F. GIBBONS, D.D.**, Titular Bishop of Verbe, observed the fortieth anniversary of his episcopal consecration as the sixth bishop of the Diocese of Albany, N. Y., on March 25. He is now living in retirement at Mater Christi Seminary, Albany. On May 27, Bishop Gibbons will note the sixty-sixth anniversary of his ordination to the priesthood.

★ **SISTER GERTRUDE JOSEPH, C.S.J.**, observed her fiftieth anniversary in the Sisterhood on March 19. She is a teacher at St. Joseph Academy, St. Louis, Mo.

HONORS & APPOINTMENTS

Magnificat Medal

RUTH MARY FOX, professor of English at the University of Wisconsin-Milwaukee, has been chosen to receive the 1959 Magnificat Medal awarded by Mundelein College, Chicago.

Miss Fox, a native of Racine, Wis., has been teaching at the University of Wisconsin-Milwaukee (formerly a state teachers' college) since 1922. She is the author of many poems and professional articles. Last year, she crowned her career as an author when the Bruce Publishing Company, Milwaukee, issued her book *Dante Lights the Way*.

Art World Cites Nun

SISTER MARY JAMES ANN, B.V.M., chairman of the art department at Clarke College, Dubuque, Iowa, has been heralded as "ranking among the top painters of the state (Iowa)," by *The Iowan Magazine*. A recent issue of the magazine carries a full-page color reproduction of her painting, "Christ Crowned With Thorns." Other Clarke faculty members have also received recent recognition for their artistic efforts. They are: **SISTER M. Sr. VIRGINIA, B.V.M.**, for the poem "The Sowing," which appears in the winter issue of *The Partisan Review*, and **MR. EDMUND DEMMERS** who won second place in a Cedar Falls Art Association exhibit.

Woman of the Year

SISTER VINCENT, a member of the Daughters of Charity for 60 years, has been honored by the city of Santa Barbara, Calif., as "Woman of the Year." She joined the staff at St. Vincent's Orphanage, Santa Barbara, in 1908 and became its superior in 1918. From 1927-42, Sister Vincent gave her services to Austin, Texas; but then she returned to Santa Barbara where she now is superintendent of the Day Nursery at St. Vincent's Orphanage.

Layman Given First Aquinas Award

The first Aquinas Award given by Aquinas College, Grand Rapids, Mich., was presented to **J. BERNARD HAVILAND** on March 7. The Grand Rapids industrialist was honored for his achievements while president of Serra International.

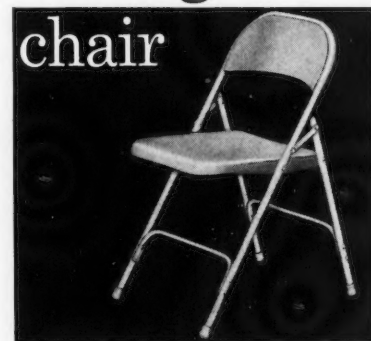
Assumptionist Medal to Bishop Wright

The Father Emmanuel d'Alzon Medal of the Assumptionist Order was given to **BISHOP JOHN J. WRIGHT** on March 10 at Assumption College, Worcester, Mass. The medal is bestowed annually on a person "whose apostolic zeal incarnates the ideal of Father d'Alzon." Bishop Wright, who was bishop of Worcester for the past nine years, was installed on March 18 as the eighth bishop of Pittsburgh, Pa.

(Continued on page 53)



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Catholic Education News

(Continued from page 52)

Ph.D. in Business to Sister

MOTHER MARTIN, R.S.H.M., head of the business administration department at Marymount College, Los Angeles, recently became the first woman to receive the doctor of philosophy degree in business administration from the University of California.

Illinois Teacher Placement Electee

ELINOR A. KUSMAN, director of teacher placement at DePaul University, has been elected president of the Illinois State Teacher Placement Association. Miss Kusman has been in charge of teacher placements at DePaul since the department's organization in 1947.

State Appoints Nun

The Mysore state government in India has named MOTHER LOUISA COLACO, headmistress of St. Joseph's Convent, Belgaum, as a member of its committee on secondary education. She is the only Catholic on the 33-member body.

U. S. Bishop Heads Film and TV Unit

MOST REV. MARTIN O'CONNOR, rector of the Pontifical North American College in Rome, has been named president of the Pontifical Commission for Motion Pictures, Radio, and Television. The newly reorganized bureau is now part of the Vatican Secretariat of State, the highest administrative office of the Church government. It supervises all Church activities regarding the three media throughout the world.

Former UND Lecturer in Netherlands

DR. C. BOUMAN, a Dutch layman and former lecturer at the University of Notre Dame summer sessions, has been named to teach liturgy at the Catholic University of Nijmegen, Netherlands.

Nun Wins Freedom Award

SISTER MARET, M.M., from Hartford, Conn., has been honored by the Freedom Foundation as an outstanding contributor to the cause of freedom during 1958. The foundation awarded her a medal for an essay, "Flight to Freedom." FRANCIS CARDINAL SPELLMAN was cited for his address on "Threats to Freedom." Two Catholic colleges and 23 secondary and parochial schools also received recognition.

Philosophy Medal

REV. GERALD B. PHELAN, Ph.D., of St. Michael's College of the University of Toronto, has received the Cardinal Spellman-Aquinas Medal from the American Catholic Philosophical Association. Father Phelan was formerly director of the Medieval Institute at the University of Notre Dame and president of the Pontifical Institute of Medieval Studies at Toronto.

Recent Journalism Notes

JOHN G. DEEDY, JR., has been named director of the *Pittsburgh Catholic*. Mr. Deedy, who assumed his new duties on March 16, was formerly editor of the *Catholic Free Press* at Worcester, Mass.

REV. JAMES H. KANE has been named editor and business manager of the *Southern Colorado Register*, the Pueblo diocesan weekly newspaper.

REV. RAWLEY J. MYERS is the new editor and business manager of the *Southern Nebraska*.

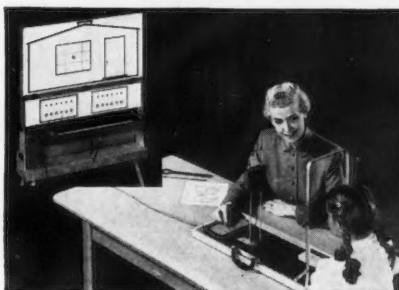
(Continued on page 54)



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Catholic Education News

(Continued from page 53)

Register, Lincoln, Neb., diocesan weekly. He succeeds MSGR. MAURICE W. HELMANN who has been editor since the paper was founded in 1932.

America, national Jesuit weekly review, observed its fiftieth anniversary. The present editor of the magazine is REV. THURSTON N. DAVIS, S.J., and the first editor was REV. JOHN J. WYNNE, S.J., who is also famous as the father of the *Catholic Encyclopedia*.

Sister Formation Chairman

SISTER CATHERINE SULLIVAN of the Daughters of Charity of St. Vincent de Paul, visitatrix of Marillac Seminary, Normandy, Mo.,

is the new national chairman of the Sister Formation Conferences. She was elected at the fifth annual Midwest regional meeting held in Chicago during March. Sister Catherine begins her two-year term in February. She succeeds MOTHER PHILOTHEA of the Sisters of Providence, Seattle, Wash.

Irish Director Wins Gaelic Award

The Archbishop Hughes Gaelic Society of Fordham University presented its annual award to DR. WALTER FITZWILLIAM STARKIE, noted director of Dublin's Abbey Theater, on March 15.

REQUIESCANT IN PACE

● REV. JOHN A. CONVERY, S.J., headmaster at Scranton (Pa.) Preparatory School from 1950-58, died on March 7 at St. Joseph's College, Philadelphia. Father Convery served

as headmaster of various high schools in the Maryland Province of the Society of Jesus for more than 20 years.

● DR. JOSEPH M. SHEEHAN, former associate superintendent of New York City schools, died on March 6 at the age of 85. Dr. Sheehan, a native of Ireland, had served the school system for more than 48 years and was active in the promotion of cultural programs for schools, as well as the use of radio and other programs for the safety of pupils.

● BROTHER AMICK GEORGE, F.S.C., died on February 23 at the age of 87. He was director-general of the Christian Brothers' novitiate at Pocantico Hills, N. Y., in 1918, and worked with neglected boys for many years at La-Salle School, Albany, N. Y. He had lately been living in retirement at the Holy Family Community, Barrytown, N. Y.

● SISTER M. BLANCHE, O.S.F.K., died in Chicago on February 17 after 42 years of religious service. From 1934 to 1940 she served as community supervisor of the upper grades of elementary schools for her community, and from 1943-46 she was superior and principal of St. Peter Claver school at Mobile, Ala.

● ARCHBISHOP JEREMIAH KINANE, of Cashel, an international authority on canon law, died recently at his See in Thurles, Ireland.

● REV. FRANCIS J. McVEIGH, S.J., a U. S. Navy chaplain during World War II, died on March 6 in Baltimore. He was 60 years of age. Father McVeigh was a former treasurer of St. Joseph's College High School, Philadelphia, and most recently served on the Jesuit Mission Band, conducting missions and retreats throughout the United States.

● REV. ARTHUR J. McCaffray, S.J., died at Loyola Seminary, Shrub Oak, N. Y., on February 15. Father McCaffray taught in Jesuit colleges and seminaries in New York City, Philadelphia, and Poughkeepsie and was dean of Boston College from 1918-20. In 1932 he went to the mission field in the Philippine Islands and worked in the leper colony in Cebu. He was imprisoned there by the Japanese during World War II and after his release, in 1945, returned to the United States.

● SISTER MARY EVANGELA, S.P., died on March 16 at the mother house of the Sisters of Providence, St. Mary-of-the-Woods, Ind. She had spent two periods of her life serving her order's mission fields in China.

● SISTER FRANCIS CECILE, one of the senior Sisters of Providence, died at St. Mary-of-the-Woods, Ind., on March 12. She was a music teacher in both the academy and the college at St. Mary-of-the-Woods and the author of several plays.

● SISTER EVANGELISTA, a Sister of Mercy for 72 years, died on March 11 at St. Mary's Home, Hartford, Conn.

● SISTER MARY FAITH, former bursar at St. Joseph College, West Hartford, Conn., died on March 15 in Hartford.

● BROTHER ADALBERT, a teacher at St. Xavier High School, Louisville, Ky., died on March 12. He was 74 years of age. He was a pioneer in the Catholic Students Mission Crusade and had received the Paladin Grand Cross from the national headquarters. Brother Adalbert was the author of *Starlight of the Hills* and a former officer of the Kentucky Classical Association.

● SISTER CATHERINE GABRIEL, C.S.J., a music teacher at St. Joseph's Academy, Brentwood, N. Y., died on February 26.

(Continued on page 56)

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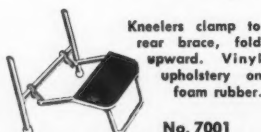


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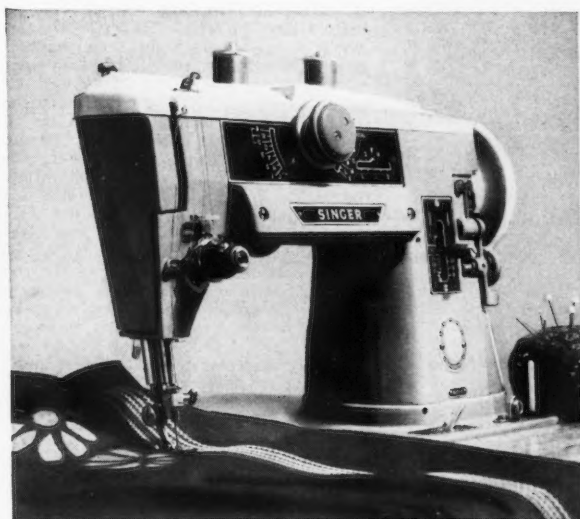
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Catholic Education News

(Continued from page 54)

● **SISTER MARY ELESIA, C.S.J.**, died on February 23 in Los Angeles at the age of 87. Sister Elesia was provincial superior of the Los Angeles province from 1929 to 1935.

● **MSGR. EDWARD L. KISSANE**, president of St. Patrick's College, Maynooth, Ireland, died in Dublin on February 21. He was 72 years of age. Msgr. Kissane, an internationally known Scripture scholar, was professor of Sacred Scripture at St. Augustine's Seminary, Toronto, from 1913-17.

● **REV. ALBERT SCHREIBER, O.S.B.**, religious superior of the Fort Worth-Laneri Benedictines and principal of Laneri High School (Texas), died on February 23. He was 58 years of age.

● **VERY REV. DANIEL W. EGAN**, president of Steubenville College, Ohio, died as a fire swept through his room on March 30. Father Egan had been president of the college since its founding in 1946 and formerly was dean at St. Francis College, Loretto, Pa. He was a member of the provincial curia, the governing body of the Franciscan Order, and of the Order's board of control.

● **SISTER M. LEONINA**, treasurer general and business manager of the La Crosse Franciscan Sisters in Wisconsin for 30 years, died on

March 1 at the age of 91. Since 1940, Sister Leonina had been at Villa St. Joseph in La Crosse.

● **SISTER CECILIA**, a music supervisor in the schools of the Cincinnati Archdiocese, died on February 14. Sister Cecilia was a member of the Athenaeum Teachers' College from 1928 until it was closed. She conducted music workshops and summer courses in Cincinnati and Dayton and was the president of the recently organized Cincinnati unit of the National Catholic Music Educators' Association.

● **SISTER M. AGNES ALMA**, teacher of English and former principal of Mount St. Mary Academy, Newburgh, N. Y., died on April 7 at the age of 72. Sister Agnes was formerly a teacher at St. Lawrence University.

● **PAUL D. MURPHY**, president of the D. P. Murphy Co., a Catholic Publishing house in New York, died on March 22. He was an active Catholic layman in Rockville Centre, N. Y.

● **DR. WILLIAM A. HAMM**, 67, associate superintendent of school, Bay Ridge, N. Y., died on March 22. Dr. Hamm was a noted educator and had served schools in the New York area for 47 years.

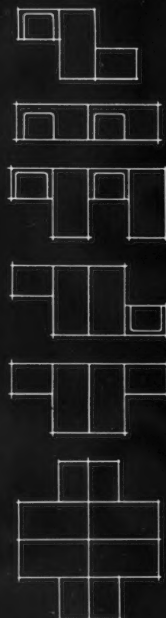


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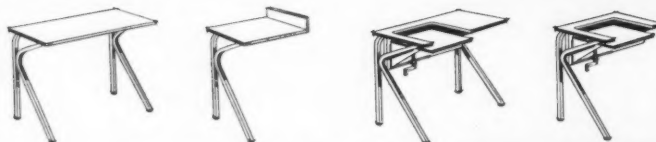
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BUILDING NEWS

In Iowa

Regina High School, Iowa City

An attractive new school at Iowa City, called Regina High School, is operated by the Sisters of Charity of the Blessed Virgin Mary. Located on a 105-acre site, it consists of Sisters' convent, chapel, classrooms and library, gymnasium, and combined cafeteria and auditorium. Present enrollment is 300, but special-purpose areas, such as science and home-making, were designed for a total enrollment of 600. Provisions for future building expansion are included in the design of the school. A feature of the school design is the "umbrella system" in which the whole structure is wholly supported by columns and beams; all exterior walls rather than bearing any weight, are simply "curtain walls." This system keeps material costs of the present and maintenance costs of the future at a minimum. In areas receiving most wear—corridors, toilet rooms, kitchen, low wall in the gym, etc.—economical glazed tile is utilized. A unique feature of the high school is the construction of the gymnasium. In order to eliminate the conventional high boxy look, a curved roof of steel was designed, thus eliminating high masonry bearing walls on all four sides of the room. The chapel will accommodate 90 persons and is located between the convent and classrooms. Adjacent to the chapel are living quarters for Rev. Lawrence Soens, director of the school. The convent accommodates 12 Sisters and has a community room, guest bedrooms, parlor, guest dining room, Sisters' dining room, kitchen, and housekeeper's room.

In Nebraska

Creighton Preparatory School, Omaha

A new two-story high school, called Creighton Preparatory School, was dedicated on September 21. It is the largest high school in the Omaha Archdiocese. It has a full basement, administrative and gymnasium wings within its 520 by 125-ft. dimensions. The school has a second-floor library, 15,000 volumes ready for student use, and a gymnasium with a seating capacity of 2000. The basement of the new building houses the student recreation room, senior lounge, dining room, kitchen,

(Continued on page 59)



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Catholic Education News

(Continued from page 56)

activity rooms, and storage units. Classroom windows are constructed of glass block with provision for absorbing much of the sun's heat rays (a fuel-economy feature) and yet deflect direct rays. Corridor lighting is connected with clock apparatus in such a way that 100 per cent illumination is provided when needed and 15 per cent of illumination the rest of the day. The second floor features plastic skylight domes spaced at 23-ft. intervals. Floors in all corridors, stairways, and dining room are laid with terrazzo. Classroom floors are of asphalt tile and colored to harmonize with the scheme of the individual rooms. Millwork and cabinetwork in the building is birch, except for interior doors which are solid wood with oak veneer. All door frames are metal.

In New York

Mercy Secretarial High School for Girls, Albany

A unique school, opened by the Sisters of Mercy, Albany, is named the Mercy Secretarial High School for Girls. The purpose of the commercial school is to combine in a four-year curriculum the required secondary courses and also the specialized secretarial training course usually offered on a college level. The school is one story, fireproof in construction, and modern in design. Ten classrooms, a large library, laboratory, study hall, and administrative offices are contained in the building. Later additions include plans for the construction of a large auditorium, cafeteria, gymnasium, music and art rooms, and more classrooms. The first enrollment consists of 80 freshmen; final completion of the school will enable 800 students to attend. The building uses natural lighting throughout by large glass-wall areas and plastic roof skydomes supplemented by fluorescent lighting. It is one of the few schools in New York State that is completely air-conditioned with winter heating and ventilating and summer cooling.

RELIGIOUS ORDERS

Good Shepherd Centennial

The Sisters of the Good Shepherd in Chicago will celebrate their centennial anniversary during the month of May. The Chicago convent, belonging to the St. Louis Province, is devoted to the re-education of troubled youth.

Poor Clare Abbess

MOTHER MARY MADDALENA, O.S.C., has been named abbess of the Monastery of St. Clare, Oakville, Mo., in a canonical election. The election concluded the forming of a conventual chapter which now permits the monastery to receive new members. The community is now composed of seven extern Sisters and one postulant.

Franciscan Head Visits U. S.

MOST REV. AUGUSTINE SEPINSKI, O.S.F., minister-general of the Franciscan Order with headquarters in Rome, arrives from Rome on May 12 to take part in centennial observances of the coming of the Franciscans to the U. S. Midwest. He will dedicate new buildings at St. Joseph's Seminary, Westmont, Ill., on May 17 and 18, and will highlight the provincial centenary observance with the dedication of a new dormitory at Quincy College, Quincy, Ill., in May. Father Sepinski will visit St. Louis on May 24 and 25, from where he will leave for a tour of Edmonton, Canada.

Convent Centennial

The fifth oldest U. S. foundation of Benedictine Sisters, The Convent of St. Walberg, Covington, Ky., recently opened a ten-month centennial anniversary celebration. The convent is headquarters for more than 250 Sisters, most of them teaching in the Covington Diocese.

Milwaukee S.S.N.D. Provincial

MOTHER MARY ANTONICE, S.S.N.D., has been elected provincial superior of the Milwaukee Province of the School Sisters of Notre Dame. As provincial, Mother Antonice will direct 2200 Sisters who care for 75,000 persons between kindergarten and college age.

Norbertines Get Radio Permit

The Federal Communications Commission

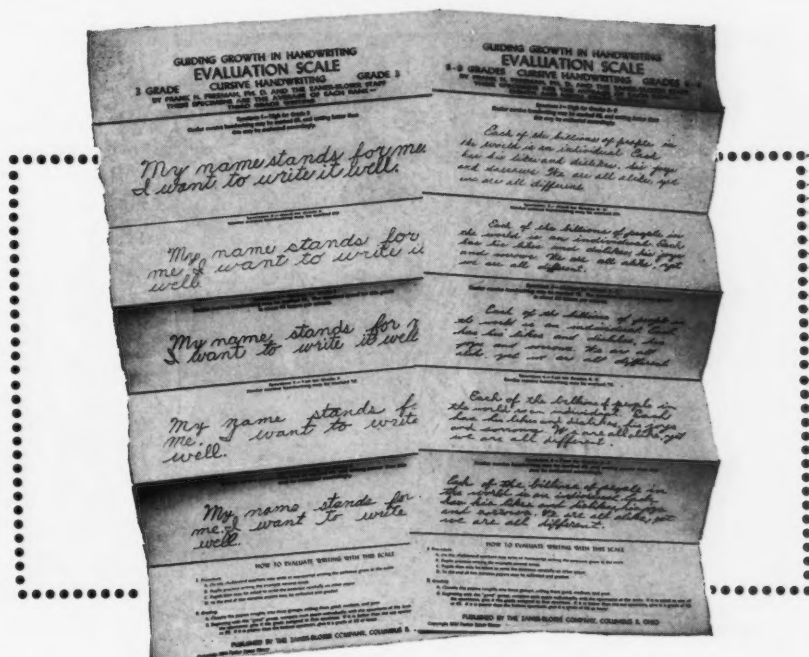
has granted a license to the Norbertine Fathers for a new FM radio station to operate with 6600 watts of power from a 750-ft. antenna at Green Bay, Wis. The Norbertine Fathers operate St. Norbert's College at Green Bay.

SIGNIFICANT BITS OF NEWS

Catholic Philosophers Meet

The American Catholic Philosophical Association, which met on April 1 in New York City, has adopted a resolution to encourage Catholic philosophers to engage in continued discussions of problems of common interest with philosophers of other schools of thought. Another resolution memorialized the late Msgr. Charles A. Hart, of the Catholic University of America, who was secretary of the association for twenty-five years.

(Continued on page 60)



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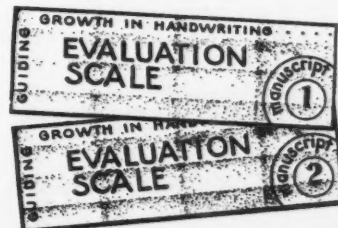
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Catholic Education News

(Continued from page 59)

The new officers of the association are REV. ROBERT LECHNER, St. Joseph's College, Rensselaer, Ind., president; DR. WILLIAM WALTON, St. Joseph's College, West Hartford, Conn., vice-president; REV. LEO A. FOLEY, Catholic University, Washington, D. C., secretary; and REV. DR. ROBERT MOHAN, also of Catholic University, treasurer.

Vocations by Mail

A unique "vocation school by mail" with the 116,000 Catholic high school boys of the Middle Atlantic states as potential students,

is enrolling the first pupils at Woodstock College, Md. At present about 180 high schools in the Eastern United States are the official participants. The course offers dramatic vocation posters and a personal answering service (to questions from the boys) by a staff of Woodstock theologians. The personal contact is continued as long as the boys wish. Approximately 50,000 boys are now participating in the program. The Jesuits say that many arguments used would fit any religious community.

Benedictines Conduct Latin School

Students from across the nation who wish to study for the priesthood but lack the necessary knowledge of Latin are offered a year's intensive course in the language at the Glastonbury Latin School, Hingham, Mass. It is conducted by the Benedictine Fathers at their monastery there.

Minor Seminary Planned

BISHOP COLEMAN F. CARROLL of Miami has announced that a diocesan minor seminary will be constructed at Boynton Beach, Fla. It will be the first diocesan minor seminary in the southeastern states.

School Guide Issued

A 500-page guide to Catholic schools has been published by Publishers Parish Service, New York City, to be distributed to diocesan officials, pastors, school principals, educators, parents, and students. The book includes listings of all Catholic college graduate and undergraduate programs, including tuition and other information; boarding and secondary schools, diocesan seminaries, and training houses for religious. In addition it contains some pertinent guidance articles.

"Electronic" Classes Filmed

The U. S. Information Agency's television service has filmed the "electronic-classroom" procedure designed by an Atchison, Kans., nun and plans to ship the film to some 38 countries for TV showings. SISTER MARY THERESA, O.S.B., who originated the procedure, devised the system to incorporate a master console which sends specially planned lessons to the students. The system has been used by Benedictine Sisters in several Kansas and Missouri parochial schools.

Record Catholic Student Enrollment

More than 4.8 million youngsters, a record high total, are enrolled in the nation's Catholic grade and high schools this academic year. This is an increase since 1956 of more than 600,000, according to a survey by the department of education of the National Catholic Welfare Conference. The survey states that about 4,101,790 children are enrolled in 10,195 grade schools and taught by a faculty of 75,914 religious and 22,051 lay persons. Catholic high school enrollment totals 790,469 students; the number of faculty members and schools on this level will be reported at a later date by the N.C.W.C.

Jesuits Advise Publishers

WALTER YUST, editor in chief of the *Encyclopaedia Britannica*, has announced that two Jesuit scholars have joined REV. JOHN C. MURRAY, S.J., as co-advisors for Catholic articles. They are REV. GUSTAVE WEIGEL, S.J., and REV. EDWARD A. RYAN, S.J., both of Woodstock, College, Woodstock, Md.

No "Released Time"

The New Hampshire Legislature, for the fourth time, has rejected a bill which would have permitted "released time" for the religious education of the state's public school students.

Tape-of-the-Month Club

A Tape-of-the-Month Club has been organized in Cincinnati to bring to groups throughout the U. S. and Canada the major addresses given at the North American Liturgical Weeks. Most of the principal leaders of the Liturgical Movement in this country are represented in the addresses on divine worship, the sacraments, the Church year, spiritual formation, participation in the liturgy, the meaning of the Church, and other topics. The tapes are sent free, except for return postage, to groups that promise to arrange two audiences for each tape between the tenth and twenty-fifth of the month. The minimum group number is two, according to Dr. and Mrs. Alfred J. Berger, initiators of the project. Headquarters for the new club is at 3307 Clifton Ave., Cincinnati 20, Ohio.

(Concluded on page 62)

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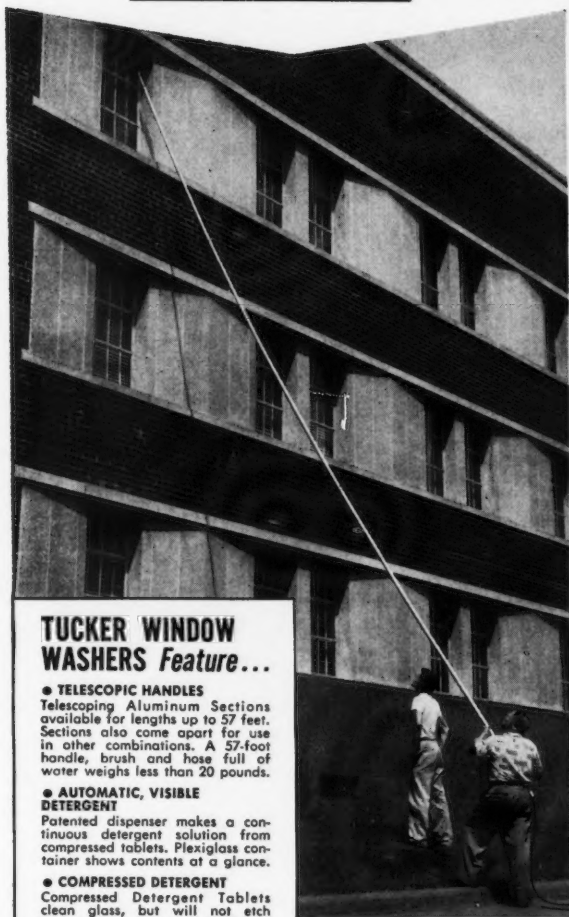
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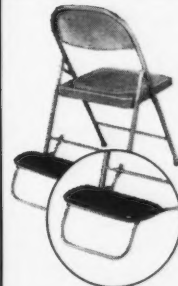
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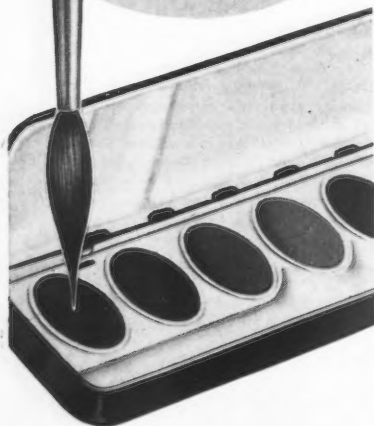
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Catholic Education News

(Concluded from page 60)

Embassy Converted to School

Catholic Charities of the Archdiocese of New York has purchased the former Polish Embassy building in New York City for use in the care of mentally retarded children. The six-story structure, which contains 60 rooms and 19 baths, will be occupied by the Sisters of St. Vincent de Paul of Emmitsburg, Md.

Tax-Exempt Air Travel for Educators

The 10 per cent federal transportation tax, levied upon airline passengers, is no longer charged to officials of churches and schools. The bill, effective as of January 1, 1959, includes students, faculty, school administrators, priests, ministers, officials of religious educational organizations, and representatives of educational establishments.

Guide to Catholic Periodicals

A writers' guide to the Catholic magazine market lists 55 publications that accept freelance material. The pocket-sized guide contains important material for writers, such as the purpose of each magazine, type of writing in demand, number of words wanted, and rate of pay. It is available, for the sum of \$2, from the Catholic Press Association, 6 E. 39th St., New York 16, N. Y.

COMING CONVENTIONS

May 15-17. Tenth Annual Minor Seminary Conference. Rev. Cornelius M. Cuyler, S.S., Ph.D., Catholic University of America, Washington 17, D. C.

June 7-11. School Business Administration Workshop. Brother Leo V. Ryan, C.S.V., Marquette University, 1131 W. Wisconsin Ave., Milwaukee 3, Wis.

June 13-14. Symposium: "Report on American Culture." Held at Rosary College, River Forest, Ill. Symposium Codirector, The Thomas More Association, 210 W. Madison St., Chicago 6, Ill.

June 21-22. National Catholic Council of Home Economics. Sister Willann, S.S.N.D., Notre Dame High School, 1669 S. 5th St., Milwaukee, Wis.

June 28-July 3. National Education Association, annual convention, St. Louis.

June 30-July 2. Admissions Counseling Institute. Dr. Nick J. Topetztes, Ed. Dept., Marquette University, Milwaukee 3, Wis.

July 6-10. National School Public Relations Association, Public Relations Seminar, Washington, D. C.

July 31-Aug. 7. World Confederation of Organizations of the Teaching Profession, N.E.A., Washington, D. C.

Aug. 8-13. American School Food Service Association, 13th annual meeting, San Francisco, Calif.

Aug. 10-12. Graduate Library School Conference. Miss Sara I. Fenwick, Conference Director, University of Chicago, Chicago 37, Ill.

Aug. 20-23. Second World Congress of Sodalties. Seton Hall University, South Orange, N. J.

Aug. 23-28. National Conference of Professors of Educational Administration, University of Buffalo, N. Y.

Aug. 24-27. Seminarians' Catholic Action of the South Conference. Bro. Henry Chodacki, O.M.I., Oblate Fathers' Seminary, Pass Christian, Miss.

Aug. 24-26. 1959 North American Liturgical Week. To be held at Notre Dame University. Rev. William Leonard, S.J., Boston College, Boston 67, Mass.

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New Books of Value to Teachers

Pius XI: The Pope and the Man

By Zsoldt Aradi. Cloth, 262 pp., \$4.50.
Hanover House, Garden City, N. Y.

This popular life of the great Pius XI provides much background information of Achille Ratti's life as a research scholar, parish priest, mountain climber, expert librarian, and international churchman. His mission to Poland was particularly difficult. His endless battles with the dictators who successively attacked the Church during his entire episcopacy from 1922 to 1939 would be sufficient to endure him in the memory of Catholic people. On the more positive side, he will be appreciated for the Lateran Treaty under which Vatican City became an independent state, for the establishment of the Vatican Radio, for numerous scholarly encyclicals, and for the establishment of the Pontifical Academy of Science. The generation that lived in his day loved him for his geniality and human kindness quite as much as for his statesmanship and sanctity. The story is told with insight and appreciation.

Science Versus Philosophy

By F. G. Connolly. Cloth, 90 pp., \$3.75.
Philosophical Library, New York 16, N. Y., 1957.

Brief, but valuable, this is an unusually provocative contribution to the growing literature by modern Thomist thinkers on the relationships of modern science, the philosophy of nature, mathematics, and metaphysics. The problem has been to show precisely where the modern empirical sciences fit into the division of the speculative sciences as outlined by St. Thomas. According to Aquinas, there are three degrees or levels of speculative science: the first, which is concerned with beings dependent on matter for their existence and definability, is the realm of the philosophy of nature; the second, which treats of beings dependent on matter for their existence but not for their intelligibility, is mathematics; the third, which considers being independent of matter both for their existence and their intelligibility, is metaphysics.

Maritain, whose work in this field has been pioneering and brilliant, suggests that modern empirical sciences are of two kinds. The first, the empirio-schematic, offers us a knowledge of sensible things in terms of aggregates of sensible phenomena common to many individuals, and these he considers as constituting a specifically distinct branch of knowledge on the first level of abstraction. The second, the empirio-metrical sciences of nature, are materially concerned with sensible matter, but formally belong to the realm of mathematics. Even the empirio-schematic sciences tend toward mathematics for their scientific completion.

Other Thomists, such as those of the Laval School in Canada and the River Forest School in the United States, reject Maritain's position. They locate the empirical sciences on the first level of abstraction but disagree as to their scientific status. The Laval School maintains that their conclusions do not give certitude and hence are infrascientific, whereas the River Forest School considers them truly scientific and their conclusions as, at least in some instances, certain. For the latter, the philosophy of nature constitutes what might be called the general science of nature while

(Continued on page 64)



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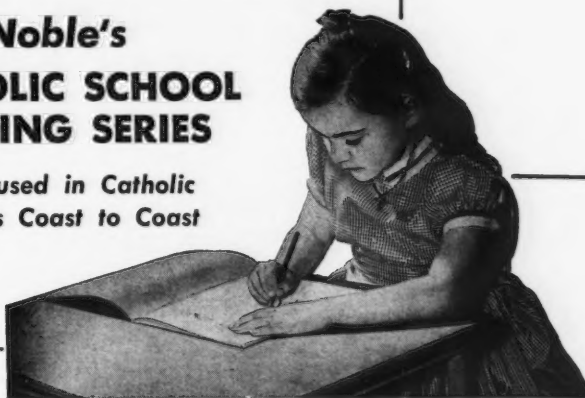
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New Books

(Continued from page 63)

the empirical sciences are specialized sciences of nature on the same level of abstraction.

After presenting these views, Mr. Connolly outlines his own tentative answer to the problem. According to him, modern empirical sciences require a degree of abstraction specifically distinct from the three outlined by St. Thomas. He tentatively proposes that this level of abstraction, since it is concerned with the *sensible* effects of material beings, be attributed to the deliberative imagination, that is, to a human sensory power, the imagination, directed and guided by the intellect and

the cogitative power. A bold hypothesis and an ingenious one! Nonetheless, it is hard to see how this hypothesis can stand. For *science* is concerned with discovering general laws and the common, universal attributes of being, whether on the material level or not. As such, it must be assigned to man's intellect, which alone can attain the universal and general.

Many other important questions are also discussed by the author, among them man's final end and the relationships of science, philosophy, and theology as exercised by a person whose mind is fortified by the virtue of faith. Everywhere the author has many illuminating insights to offer. All in all, a most provocative and worthwhile essay. — *William E. May.*

Everyday Consumer Business

By Wesley E. Scott, Fred Kane, John G. Kirk, and Harold B. Buckley. Cloth, 420 pp., \$3.76. Prentice-Hall, Inc., New York 11, N. Y.

Here, in simple and dramatic language, is much general information on all forms of business from the standpoint of industry and the consumer. There are chapters on money, the management of personal business and personal records, purchasing, credit, banking, and insurance. The book is written for slow readers with a low reading-ability level, but the information is of value to high school students at any level.

The Four Evangelists

By Katharine Wood. Cloth, large quarto, \$2.50. P. J. Kenedy & Sons, New York 8, N. Y.

This account of the lives, personalities and writings of the four Evangelists, addressed to children, distinguishes carefully between facts as found in the New Testament and the legends that have come down from the earliest Christian years. The illustrations which are both pictorial and symbolic, add much to the spirit of the book.

The Miracle of the Mountain

By Alden Hatch. Cloth, 223 pp., \$4.95. Hawthorn Books, Inc., New York 11, N. Y.

This book provides a careful and appreciative history of the miraculous shrine of St. Joseph on Mount Royal in Montreal. It is, however, primarily a biography of Brother Andre Bessette, who was instrumental in the founding of the Oratory and who did so much during a long life for the devotion to St. Joseph.

World Crisis and the Catholic

Cloth, 231 pp., \$3. Sheed & Ward, New York 3, N. Y.

The addresses and reports presented at the 1958 session of the Congress for the Lay Apostolate in Rome. The contents include papers on: (1) science and technology, (2) art in the technological age, (3) the world community, (4) the Catholic Church as the Church of all nations, (5) the Church in the twentieth century.

Concise Dictionary of Contemporary History

By Sherwin Burickson. Cloth, 216 pp., \$4.75. Philosophical Library, Inc., New York 16, N. Y.

Persons, countries, wars, and political events since approximately 1910 to 1958 inclusive, are the subject matter of this brief book. The book will be found a helpful reference aid for high school history classes.

What's Happened to Our High Schools?

By Francis Latimer. Cloth, 204 pp., \$3.25. Public Affairs Press, Washington 3, D. C.

Dr. Latimer here analyzes the statistics on education published by the government from the beginning of its attention to education to show the development of high school education in the United States and to present the current demand for changes in curriculum and methods of teaching. He notes the recent experiments in revising the approach to the principles of mathematics and its relation to the study of science. He advocates greater interest in modern foreign languages—including practical training of military personnel on duty abroad.

Some samples of the findings of this comprehensive study are: more than twice as many students are enrolling in business and commercial subjects than in foreign language

(Continued on page 66)

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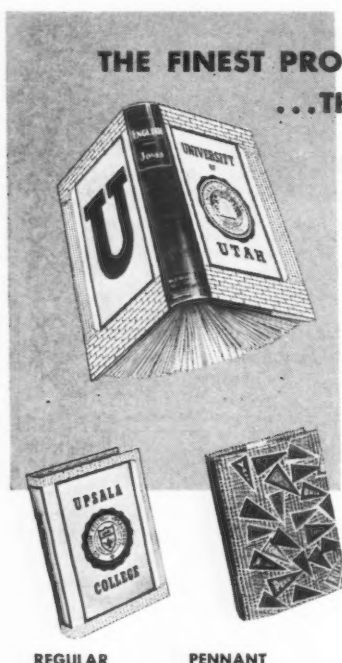
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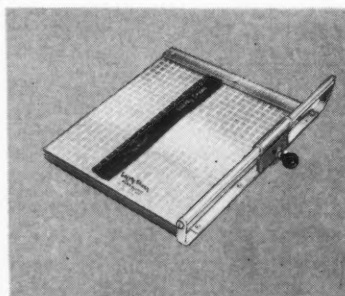


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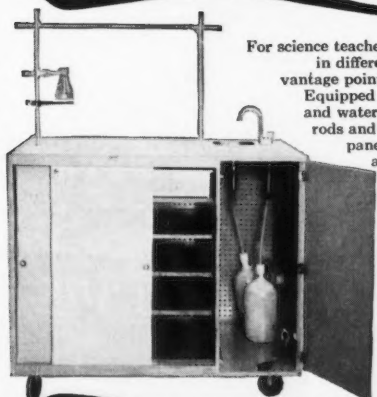
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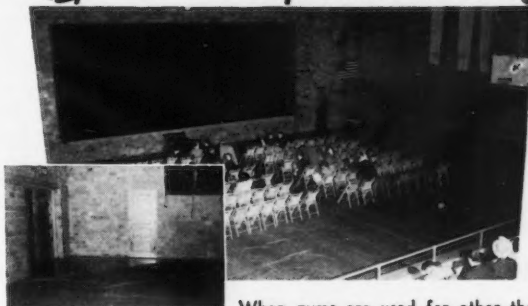
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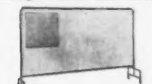
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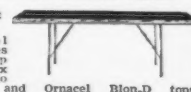
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New Books

(Continued from page 64)

courses; the abilities of a large majority of high school students have been greatly underestimated by teachers and parents; isolated and specialized courses in the physical sciences, the social sciences, and English have greatly handicapped proper study of those subjects.

Latin America: An Historical Survey

By John Francis Bannon, S.J., and the late Peter M. Dunne, S.J. Cloth, XII + 625 pp., illustrations, maps, bibliography, \$7.50. The Bruce Publishing Co., Milwaukee 1, Wis., 1958.

This revision, mainly the work of Father Bannon, does not simply bring the story up to date chronologically. He has acknowledged and used whatever new conclusions have been reached by more recent scholarship. Both authors are sympathetic toward our southern neighbors, and at the same time are realistic and critical in their appraisal of events and personalities. This new provocative and interesting history of South America gives students a clear understanding and a balanced sympathy. While the record has been bloody and vexatious, there is ample evidence of higher hope for peace and progress in the Western world.

The book is divided into two Parts: I. The Colonial Period, including the age of discovery. II. The National Period up to July, 1957. While the whole book has undergone revision, Part II has been substantially revised to bring the reader up to date on the more recent events in the Latin American countries. Bibliographical notes and suggested readings have been expanded and revised. All illustrations and maps have been retained.

This text of Latin American history, now set in double columns, is well written and will be of interest to all who desire to know more about our southern neighbors.—
William P. Straub

The Lincoln Library of Essential Information

Cloth, 2176 pp. Illustrated. The Frontier Press Co., Buffalo 3, N. Y. Twenty-fourth ed., 1959.

A handy, well-written compilation of general information under 12 classifications: The English Language, Literature, History, Geography and Travel, Science, Mathematics, Economics and Useful Arts, Government and Politics, Fine Arts, Education, Biography, and Miscellany. Each section contains a comprehensive summary and exposition of the essentials of its subject—more than enough to satisfy the ordinary inquirer. The chapter or division on the English Language is quite a complete course in reading, spelling, writing, understanding, and speaking the English language.

Pride . . . Thief of the Holocaust

By Rt. Rev. Msgr. Charles Hugo Doyle. Cloth, 221 pp., \$3.75. The Bruce Publishing Co., Milwaukee 1, Wis.

Msgr. Doyle, chaplain of Ladycliff College, a well-known writer on spiritual and general Catholic subjects, here stresses the virtue of humility as indispensable to the spiritual life and includes dissertations on purity of heart and love of God in these conferences with religious. He says that if all religious would heroically practice humility, their entire lives would be changed. There would be no misunderstandings, jealousy, and despair.

(Concluded on page 67)

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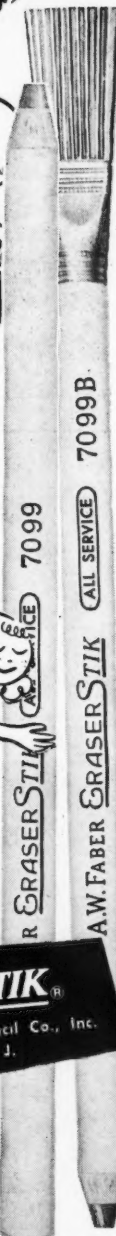


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New Books

(Concluded from page 66)

An American Amen

By John J. LaFarge, S.J., Cloth, 246 pp. Farrar, Straus & Cudahy, New York 3, N. Y., 1958.

In this sequel to his autobiography (*The Manner Is Ordinary*) Father LaFarge deals with the three phases of his personal philosophy. The confidence that the author has in his country, faith, and fellow man is summed up in his use of the word *Amen*. This philosophy includes the major factors needed to achieve eventually the much desired love and respect for all men by all men. Subtitled "A Statement of Hope," the purpose of this book is to encourage confidence in others. For with confidence the three points of Father LaFarge's philosophy can be nurtured and spread.

The book is divided into three parts to follow the three points of the word *Amen*. In Part One, Father LaFarge speaks of the priest as an American citizen and his duties as such. Part Two deals with the priest's responsibility to himself in order to reach careful decisions. Part Three relates impressions formed to note the intellectual's responsibility to the human race as a whole. The author meaningfully points out that man finds the dignity of his own being in his relation to the Source of his own being. Denial or deprivation of that relationship means a loss of all human dignity, hence the "spiritual murder of the human race."

Father LaFarge, an editor of *America* for many years, has been a Jesuit for more than 50 years. He is a contributor to the Catholic Viewpoint Series and lists among his published works *The Catholic Viewpoint on Racial Segregation*. He is a consistent and persistent worker for racial equality and is the founder and organizer of the Catholic Interracial Councils.

Bernadette and Her Lady of Glory

By Valentine Long, O.F.M. Paper, 55 pp., 20 cents. St. Anthony Guild Press, Paterson, N. J.

A short account of the life of Bernadette Soubirous and the visions at Lourdes in pamphlet form.

Speech Therapy

Ed. by William T. Daley, M.A., and E. Milo Pritchett, M.A. Paper, 170 pp., \$3.25. The Catholic University of America Press, Washington 17, D. C.

A report on Speech Therapy, held at Catholic University, relates that speech therapy is an integral part of the special education and rehabilitation programs. Contains Foreword, Presentation of Main Topics, Summaries of Seminars, and an Appendix.

Picture Study

By Sister Mary Edith, C.S.F.N. Paper, 59 pp. Barton-Cotton, Inc., 1102 N. Chester St., Baltimore 13, Md., 1955.

An art study printed for the Archdiocese of Chicago School Board and currently in use in the Catholic school system of that archdiocese. The plan has suggestions for the teachers of each of the eight elementary grades concerned with this art study. The suggestions are well planned to give the children a background in art before they even begin to study the painting itself. Each lesson has a short biography of the artist, a study of the picture, and study questions and activities. The booklet is designed to encourage a better grasp of and insight to art elementary school children.

An ABC of the Spiritual Life

By Rt. Rev. Msgr. A. J. Sprigler. Cloth, VIII + 136 pp., \$2.95. The Bruce Publishing Co., Milwaukee 1, Wis., 1958.

A simple but logical treatment of the fundamentals of the spiritual life. References to extraordinary spiritual phenomena, e.g., visions, ecstasies, etc., have been omitted.

This book, written for the many good, God-fearing people who never experience extraordinary phenomena, aims at helping these people increase in their love of God and neighbor, and bear their daily crosses with patience and hope.

The style is direct and often forceful. There is a frankness which revivifies the basic Christian articles of faith.

Both Catholic and non-Catholic laity alike should find this book helpful in the day-by-day progress toward closer union with God. — William P. Straub

Silver Dawn

By Margaret S. Johnson. Cloth, 80 pp., \$2.50. William Morrow & Co., New York 16, N. Y., 1958.

A girl and horse story provides good reading for the elementary grades. *Silver Dawn* is a descendant of a famous line of jumpers known for gentle temperaments. Julia, the mare's mistress, trains her so well that first prize is won at the big horse show in Madison Square Garden in New York. It becomes necessary to sell the horse and many exciting events occur before girl and horse are happily and permanently reunited. A *Morrow Junior Book*.

Shall Children, Too, Be Free?

By Howard A. Lane. Paper, 32 pp., 25 cents. Anti-Defamation League of B'nai B'rith, 515 Madison Ave., New York 22, N. Y.

A booklet of interest to teachers, by a noted psychologist and professor of education.



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NEW SUPPLIES AND EQUIPMENT

PHONOGRAPH FOR LANGUAGE LAB

Audio Center, a new phonograph system for all levels of schooling is available from the Califone Corp., Hollywood 38, Calif. Designed for foreign language classes, the phonograph has a built-in compartment which holds eight sets of hi-fidelity headphones, each with a separate volume control. A four-speed, 9-inch turntable, push-button pickup arm (the Cue Master), and dual needle plug-in ceramic car-

tridge are features of the Audio Center. Other high lights of the phonograph are: a straight a.c. amplifier, 9-watt output, bass and treble control, and a frequency response of $\pm 2\text{db}$ 50-15,000 cycles. The unit can be set so that a student hears himself speak as he learns from recordings. Headphones are equipped with sanitary, replaceable ear tips.

(For Further Details Circle Index Code 0111)

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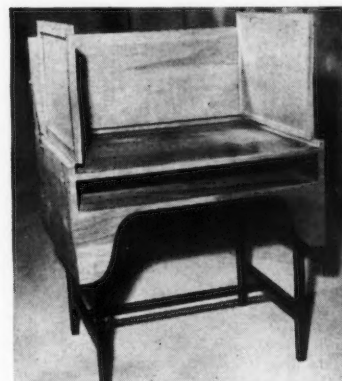
For full information and free folders, see your travel agent. Or write to the United Air Lines office nearest you. Convenient "Fly now - pay later" plan available.

**FOR EXTRA CARE AT THE REGULAR FARE-
FLY UNITED-THE RADAR LINE**



FLEXIBLE AUDIO-DESK

Flexi-Desk is a combination classroom desk and language laboratory booth designed by Language Training Aids, Language Center, Boyds, Md. It converts from desk to lab booth in seconds by raising the side panels. Work surface space measures a full 24 by 30 inches for both. Side panels with rustproof piano hinges are lined with acoustic material.



Converts to Classroom Desk

Panels can be cut out to accommodate all types of electronic equipment. The Flexi-Desk is constructed with a birch hardwood finish and square tubular steel legs. Literature is available from the manufacturer.

(For Further Details Circle Index Code 0112)

CLASSROOM RADIOS

Two new hi-fi radios, powered by transformers, have been designed especially for the classroom by Newcomb Audio Products Co., Hollywood 38, Calif. Model AFM-1500 (pictured) is a 15 watt AM-FM radio which



Hi-Fidelity Transmission

features sensitivity and fidelity geared especially for educational use. Model AM-500, a five-watt AM radio, features a new 8-in. oval speaker and tweeter cone designed to be completely acoustical in the classroom. Both radios have carrying handles, built-in antennas, and are approved by Underwriters Laboratories. Each is housed in a crackproof plywood case covered with a scratch resistant, washable fabric.

(For Further Details Circle Index Code 0113)

(Continued on page 70)

**CORRESPONDING CODE INDEX NUMBERS TO
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IN THE READER'S SERVICE SECTION**

	<p>PAPAL, U.S. and SCHOOL FLAGS</p>
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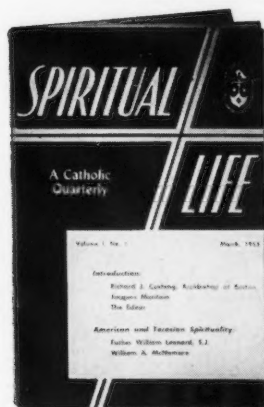
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so many ways!*

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stick or brush application



CLEAR PLASTIC SLEEVE
KEEPS FINGERS CLEAN

Use this amazing versatile crayon dry for coloring and sketching, or use as a dry crayon, and then paint over finished work with watercolor brush to blend the colors. Use as a dry crayon on wet paper or use as a wet crayon. Use for brush application, by applying wet brush to crayon, then paint as with watercolor or tempera.

New Plastic PALLE-TRAY. Packaging Is Easy-To-Use, Easy-To-Store.



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12 STICK BOX.
ALSO 24 STICK BOXES (No. 502)
AND PACKAGES OF SINGLE COLORS.
SEND FOR FREE SAMPLE

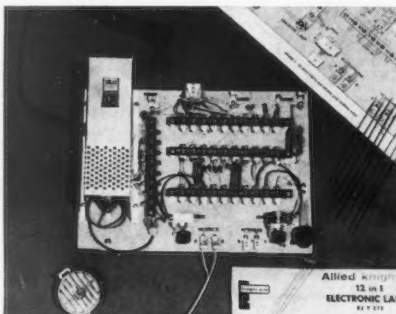
WEBER COSTELLO COMPANY
CHICAGO HEIGHTS, ILLINOIS
Manufacturers of: Chalkboard • Chalk •
Erasers • Art Materials • Maps • Globes

New Supplies

(Continued from page 68)

ELECTRONIC LAB KIT

An electronic lab kit from Allied Radio Corp., Chicago 80, is a training kit for the classroom. Called Knight-Kit 12-in-1, it includes a low voltage 12K5 tube, microphone, wire and all other parts for building 12 circuits to demonstrate various electronic principles. The circuits include: audio amplifier, AM radio, wireless broadcaster, photoelectric relay, code transmitter, electronic timer, voice and capacity-operated relays, and electronic switch and flasher. Wireless code, audio, and



Constructs 12 Circuits

light controlled oscillators are also included. An instruction manual with pictorial diagrams gives students all information needed to proceed with wiring and changing circuits without soldering. The kit board has a maximum of 25 volts and a shield-enclosed power supply, both built-in safety features.

(For Further Details Circle Index Code 0114)

CORRELATED A-V MATERIALS

Three-dimensional teaching aids (films, books, and records) for the primary grades are the newest product of Sawyer's Inc.,



3-Dimensional Primary Aids

Portland 7, Ore., makers of View-Master films and stereo viewers. Each correlated classroom unit includes: one or more film reels of 3-D color photographs, an illustrated reader with type size and vocabulary suited to age level, a 33 1/3 rpm recording of the verbatim narration of the reader, and a file folder with

(Continued on page 71)

**CORRESPONDING CODE INDEX NUMBERS TO
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America's Leading and
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Please send me samples of your 1959 line of Catholic Greeting Cards on approval.

Name & Position.....

School.....

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City..... State.....

CSJ

New Supplies

(Continued from page 70)

teacher's suggestions. Films can be projected or seen by means of an individual viewer. Present offerings for primary grades have such titles as: Fun at the Zoo, Fun With Pets, Sounds and Music, Rhythms, Goldilocks, Sleeping Beauty, etc. The company plans to expand its primary series with units on social studies, science, nature, art, and literature. Send for illustrated brochure.

(For Further Details Circle Index Code 0115)

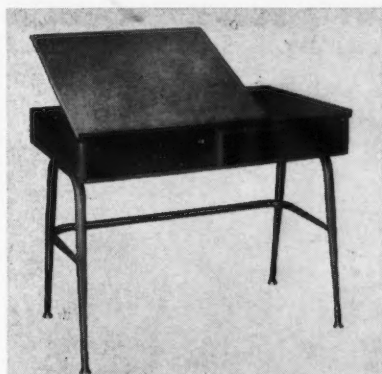
SCIENCE EDUCATION KITS

The Library of Science, New York City, has set up a new Science Materials Center to test and grade science kits and toys for their scientific and educational merits. The Center offers free information on science equipment, kits, books and records for elementary, intermediate and high school ages. Three of its educational offerings are: a color spectroscopy kit for children and adults, a static electricity kit for ages 10-16, and six science toy collections for ages 11 and up. Explanatory booklets are included in all the kits, which are priced from \$1.50 to \$3.50. Send for a free descriptive catalog.

(For Further Details Circle Index Code 0116)

ART AND COMMERCIAL DESK

A newly designed "split top" desk from Smith System Mfg. Co., Minneapolis 14, Minn., can be used for art or commercial classes. At the touch of a button, the top



Duo-Purpose Top

automatically moves into any desired angle for writing, drawing, etc. The student can adjust half of the lid to suit his need while the other portion remains flat to keep materials in order. The desk is styled with tapered legs, rounded corners, and an understructure of 1 3/4-in. round tapered steel tubing welded to a one-piece rigid frame. Fibersin, used in the construction of the top, is a warp-proof laminated board with a tough melamine plastic surface that won't stain, chip, crack, or scratch. Other features of the desk are a stainless steel "catch-all" lip, two large book compartments, and rubber cushion floor guides. The desk measures 30 by 22 by 35 1/2 ins. and is available in gray or tan baked enamel finish.

(For Further Details Circle Index Code 0117)

GEOGRAPHY TEACHING AID

The Aero Relief Model, made by Aero Products Service Corp., Philadelphia 20, Pa., is a new method for teaching geographical terms.

The model consists of a three-dimensional, full-color aerial view, measuring 43 3/4 by 40 3/4 in. It is not a map of any definite area, but it is a dimensional model which shows natural and man-made contours found in any continent. The teaching aid includes small paper desk copies printed in color and with geographical terms printed on the reverse sides. By referring to the three-dimensional model on the wall, the students can readily learn such terms as plateau, mountains, valleys, airfields, rivers, etc. The model also includes a teacher's manual and a set of crayons, easily erasable, for pointing out features on the model.

(For Further Details Circle Index Code 0118)

TIP-PROOF TV STAND

A mobile TV stand for school television receivers is manufactured by Transvision, Inc.,

New Rochelle, N. Y. The stand functions as a directional antenna, eliminating "rabbit-ears." It has a front mounted knob for adjustment. An incorporated tilting device and a 48-in. stand enables viewers to easily see programs from all parts of the room. The Tenna-Table set moves easily on 5-in. casters, which can be locked into position. An extended base design prevents the stand from tipping; a safety ledge keeps the set from slipping. Extra accessories include: a hi-fidelity 8-in. speaker to mount under top shelf, safety belt to prevent set from being pushed off the stand, and a heavy-duty 12-ft. cord.

(For Further Details Circle Index Code 0119)

(Continued on page 72)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

Snowwhite Ensembles - - - - TAILORED BLAZERS, SKIRTS, BLOUSES



The surest way to
please your students

The sensible way to
help their parents

The quickest way to
promote favorable
publicity for your
school!



BLAZER.....STYLE FB400P
SKIRT.....STYLE 71SK
BLOUSE.....STYLE 903

BLAZER.....STYLE FB-400
SKIRT.....STYLE 73SK
BLOUSE.....STYLE BL-46

THE BLAZERS

Snowwhite offers you finest quality wool flannels, wool worsted gabardines and synthetics in a wide selection of colors. Piping, trim and emblems are optional.

Snowwhite blazers are fully lined with a good quality Sateen lining and they are beautifully tailored for comfort, for neatness, and for long wear and economy.

THE SKIRTS

Available in the same fine materials as used in the Blazers and in matching or contrasting colors. On skirt style 71SK, the front pleating arrangement is repeated in the back. Skirt style 73SK has a single pleat in the back. Other skirt styles are available. We invite your inquiry concerning your specific wishes as to a skirt style and material.

THE BLOUSES

Snowwhite blouses are made from combed and mercerized cottons and from quick-drying, easy-to-care for synthetics in white and colors. Snowwhite blouses are generously long which keeps them "tucked in."

Complete information including a catalog, swatches of materials, price list and sample garments available to school officials on request. Before you place your next order, learn what Snowwhite has to offer in the way of product and services.

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direct from importer. Money back guarantee.
Write today for free brochure.

ORGAN IMPORTS • 858 Colorado Ave., Avon, Ohio

New Supplies

(Continued from page 71)

MOLDING HOLDS PUPILS' WORK

"Hold-A-Mold" is a new method of mount-
ing maps, charts, bulletins, art work, posters,
without the use of sticky tape, or thumb
tacks. Patents are now pending for the
molding and insert device which is available
from Bob Middleton Lumber Co., Redding,
Calif. Hold-A-Mold is manufactured in pine



No Pins or Tacks Needed

in lengths from 3 to 16 ft., which can be
painted, stained, or used in its natural finish.
Other woods are also available, and an alumi-
num molding and wood insert combination
will be offered soon. The inserts can be ar-
ranged to display items of various thicknesses.
Send for full information.

(For Further Details Circle Index Code 0120)

COLORLED PLASTIC FURNITURE

Solid plastic classroom furniture in colors
is available from Schoolco, Inc., Division of
Configured Tube Products Co., Bellwood, Ill.
The "700" series includes a combination chair



Pediform Unit

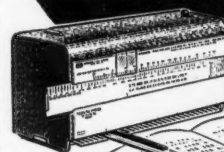
desk with study top; a tablet arm chair; and
the Schoolco Pediform, a pedestal desk. Seat-
desk units are designed with saddle seats and
backs for posturized, form fitting comfort.
Desk tops have a generous 19 by 26-in. writing
surface. A choice of five colors is offered for
seats and backs, two for desk tops. Send for
details on this and three other lines of class-
room furniture made by the company.

(For Further Details Circle Index Code 0121)

(Continued on page 73)

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NOW IN THOUSANDS OF CLASSROOMS!



BEST...
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AT A
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PER PUPIL*

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Teachers say: "Pupils love working with them"
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Chain
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City..... Zone..... State.....

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Mail us the coupon below—filled in with your name and address. Mason immediately sends you candy samples without obligation. You don't risk a cent—you pay nothing in advance. We supply on consignment your choice of **NINE VARIETIES** of famous Mason 10¢ Candy Bars, packed 5 bars in each package. The wrapper is printed with your organization's name, picture and signature at no extra charge. You pay 15 days after receipt of candy. Return what you don't sell. Candy is sold at regular retail price. On every box sold you keep \$6.00 and send Mason \$9.00 (66% profit on cost). There's no risk! You can't lose. Mail in coupon today for information about MASON'S PROTECTED FUND RAISING DRIVES and samples.



MR. EDWARD STOVE
Fund Raising (Dept. CS-5)
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Gentlemen: Please send me without any obligation, samples and information on your Fund Raising Plan.

NAME _____
GROUP NAME _____
ADDRESS _____
PHONE _____
CITY _____ STATE _____

Mason Candies, Inc., Mineola, L. I., N. Y.

New Supplies

(Continued from page 72)

FLASHLIGHT FOR LECTURERS

A flashlight pointer for use when showing slides and movies is available from Burke & James, Inc., Chicago 4, Ill. The portable Zorn Light Pointer operates on three standard flashlight batteries and projects a beam from 6 to 36 ft. It may be ordered with either an arrow or circle light image. Pointer, bulb, and batteries are contained in a shock-proof metal case with rubber ends.

(For Further Details Circle Index Code 0122)

FOR MARKING GYM FLOORS

The Dearborn Paint Striper is especially designed for marking gymnasium floors. Circular lines on basketball courts are easily painted with this handy unit. The machine features interchangeable striper wheels in 1-, 2¼-, 3-, and 4-inch sizes, and a detachable paint tank



Paint Tank Is Detachable

for changing colors and easy cleaning. The 40-lb. striper is easy to maneuver. Paint flow is controlled by a separate grip handle. The striper can also be used to mark parking lots, tennis courts, garage and warehouse areas. The unit is manufactured by Dearborn Paint Striper Mfg. Co., Detroit 7, Mich.

(For Further Details Circle Index Code 0123)

DESK SETS FOR PUBLIC USE

Three types of commercial desk pen sets are available from Esterbrook Pen Co., Camden 1, N. J. The desk sets, all priced under \$5, are offered in several colors and have parts available for flush or recessed mounting at public counters. The Deskmaster, a fountain pen set, can be ordered in a choice of 32 points, in six colors, and with or without a chain. The Feedmatic, a capillary set, has a six-months' supply of ink, is spill proof, and offers a choice of points. The ballpoint desk set, Recorder, will serve the average office for 6 months before refills are needed. All sets are unconditionally guaranteed by the manufacturer.

(For Further Details Circle Index Code 0124)

(Concluded on page 74)

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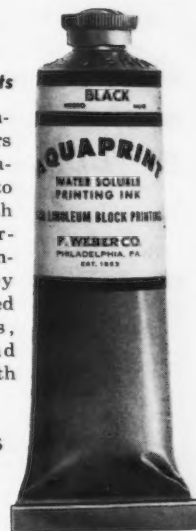
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AQUAPRINT (water-soluble) INKS

Made with
genuine
Artists' Pigments

The bright, concentrated colors of Weber Aquaprint Inks dry to a satin-smooth finish. Water-soluble and non-staining, they may be washed from hands, clothing, and implements with water.



IN 4 x 1" TUBES

Weber Aquaprint Inks are available
in the following colors:

Red	Yellow
Purple	Brown
Orange	Green
Turquoise	White
(Light Blue)	Black
Magenta	Dark Blue

Secondary hues obtainable by blending colors.



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Highest quality linoleum mounted on 5-ply wood block with a white surface as easy to draw on as paper. In all popular sizes from 2x3" to 9x12".

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Two Dominican Sisters of St. Mary of the Springs, Columbus, Ohio, have designed an unusual liturgical calendar card for the **American Crayon Co.**, Sandusky, Ohio. The calendar, dedicated to two "saints of the soil," St. Fiacre and St. Isidore, comes with a small packet of seeds for a classroom garden. Catholic educators may send for a free copy while the supply lasts.

(For Further Details Circle Index Code 0125)

The new Spring-Summer catalog of **Folkways Records and Service Corp.**, New York City 36, is a 32-page listing of authentic folk music of all nations on longplay records. The catalog gives brief description and prices.

(For Further Details Circle Index Code 0126)

Coronet Films, Chicago, has issued a new 100-page catalog on its educational films. The catalog commemorates the firm's 20th anniversary.

(For Further Details Circle Index Code 0127)

Planned programs for "Starting Your Filmstrip Library" is a new leaflet from the **Jam Handy Organization**, Detroit 11, Mich. It outlines filmstrip programs for four grade levels, from kindergarten through high school.

(For Further Details Circle Index Code 0128)

The 1959 edition of "The Catholic Film Directory" is available from **Catholic Film Center**. It includes annotated classifications of more than 200 religious sound motion pictures suitable for Catholic audiences. The Yonkers, N. Y., firm will send free to religious and clergy. Price to laymen is \$1.

(For Further Details Circle Index Code 0129)

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